



WOMEN IN EDUCATION AND NATIONAL DEVELOPMENT

A SELECT ANNOTATED BIBLIOGRAPHY

SUBMITTED IN PARTIAL FULFILMENT FOR
THE AWARD OF THE DEGREE OF

**MASTER OF LIBRARY
AND
INFORMATION SCIENCE**

1998 - 99

BY

MISS SUBIA ASHRAF

ROLL No. 98 L SM 13

En. No. X-4320

UNDER THE SUPERVISION OF

MISS NISHAT FATIMA

(Lecturer)

DEPARTMENT OF LIBRARY & INFORMATION SCIENCE
ALIGARH MUSLIM UNIVERSITY
ALIGARH (INDIA)

1999



DS3083



**DEDICATED TO
MY
LOVING PARENTS**

CONTENTS

ACKNOWLEDGEMENT	I
AIM, SCOPE AND METHODOLOGY	III
LIST OF PERIODICALS	VII
LIST OF ABBRIVIATIONS	IX
 PART ONE	
INTRODUCTION	1
 PART TWO	
BIBLIOGRAPHY	45
 PART THREE	
INDEX	182

ACKNOWLEDGEMENT

First and foremost I would like to place on records my everlasting gratitude to Almighty Allah the most merciful the most benevolent Who provided me all the strength and guidance for the timely completion of this dissertation .

I wish to express my sincere and heartiest gratitude to my teacher & supervisor **Miss. Nishat Fatima**, lecturer Department of Library & Information science, AMU, Aligarh, who devoted his precious time and encouraged me to bring out this bibliography in the present form. I am highly thankful to her for her help suggested and comments in checking the original work.

I am also grateful to **Prof. Shabhat Husan** Chairman Department of Library & Information Science and **S.M.K.Q Zaidi**, Reader, Department of Library & Information Science, A.M.U. Aligarh.

I am highly obliged to my all teachers and well wishers for their valuable and sincere suggestions for shaping my personality. I also express my thanks to the non teaching staff members of the department, who encouraged me from time to time.

I am highly thankful to my classmates for giving me constant encouragement, cooperation and regard. Their remembrance will always pain me.

I am also thankful to my friend **Danish** and my younger brother **Shariq** and **Asim**, who gave me a lot of cooperation in every moment of need .

No words will be enough to express my gratitude to my parents and my family members, which has always been a source of inspiration for me during the period of my study. In fact without their help probably my life would have lost in the darkness.

Lastly I am thankful to **RCC computer job work division** for their help in compiling the subject matter with full cooperation.


(Miss Subia Ashraf)

AIM AND SCOPE

The present study is intended to bring at one place in the form of annotation all this significant literature that is available in the field of "women in education and national development."

I trust my humble efforts in the direction of such a competition will be amply rewarded if my bibliography is made use ^{by} of the academic word.

The work has been divided in four parts the first deals with scope and methodology, list of periodicals and list of other abbreviations used.

The second part of the study provides brief idea about the subject and its different branches.

Part three which is the main part of the present study consist of an annotated list of documents.

Part four deal with index.

METHODOLOGY

To collect material on the subject secondary sources . Such as Index India and guide to Indian periodical literature were consulted to approach primary sources which include periodicals and news papers . The title of the periodicals used for compiling the bibliography are listed before part. 1

STANDARD FOLLOWED

The Indian standard recommended for bibliography real reference (IS : 2281 - 1963) , title of periodicals are written in full form . In certain cases , where the said standards become unhelpful . I have preferred own judgment.

SUBJECT HEADINGS

Attempt has been made to give coextensive subject headings as much as possible and allowed by natural language if more than one entry comes under the same subject heading there are arranged alphabetically by author's name, or by periodical / News papers name.

ARRANGEMENT

The entries in the bibliography are arranged alphabetically among the subject headings. The entry element of the author is in capitals , followed by the secondary element in parenthesis using upper and lowers and then the title of the articles,

subtitle (if any) , then name of the periodical being underlined followed by the volume, issue number, the year, the month in abbreviated form giving by using inclusive notation of the pages of the articles

The each entry is followed by indicative, innotative and descriptive abstracts of the article

Entries of periodicals are arranged as follows:

- a. Serial number
- b. Name of the author (s)
- c. A Full stop (.)
- d. Title of the contribution including subtitle and alternative title if any.
- e. A full stops
- f. Title of the periodical in full and underlined
- g. A Full stop (.)
- h. Volume number
- i. Comma (,)
- j. Issue number
- k. A semi colon (;)
- l. Year of publication
- m. A Comma (,)

- n Month
- o Comma
- p Date n Semi colon (,)
- q Semi colon
- r Inclusive pages of the Articles

SAMPLE ENTRY

TRIPATHI (R S) Access of female students to higher education in India University
News 35, 19, 1997, May, 14 - 5

ABSTRACTS

The centres in the bibliography contains abstract giving the essential information about the article documented I have given indicative informative and annotate abstracts, After searching the literature entries were recorded on 7" x 5" cards

INDEXES

This part of the bibliography contains authors, title, indexes in alphabetical sequence
Each Index gives specific entry or entries in the bibliography

LIST OF PERIODICALS

	<u>TITLE</u>	<u>PLACE</u>	<u>FREQUENCY</u>
1	Azad academic Journal	N Delhi	M
2	Carrers education review	"	M
3	Caritas India Quarterly	"	Q
4	Comparative education	Chicago	Q
5	Democratic world	N. Delhi	F
6	Development and change	-	M
7	Economic and political weekly	Bombay	W
8	Educational Ladder	N Delhi	M
9	Educational Research	Washington D C	B
10	Educational Review	Madras	M
11	Educational Theory	Urbana	Q
12	Education in Asia	Bhopal	Q
13	Frontline	Madras	F
14	Indian Journal of adult education	N Delhi	Q
15	Indian Journal of Gender Studies	N Delhi	-

VIII

16	Indian Journal of social work	-	M
17	Islam and the modern age	N Delhi	-
18	Islamic perspective	Hyderabad	M
19	Islam Voice	Bangalore	M
20	Journal of Educational Planning and administration	- N Delhi	 Q
21	Journal of family welfare	Bombay	Q
22	Journal of Indian education	N Delhi	Q
23	Journal of the rural development	N Delhi	Q
24	Mainstream	N. Delhi	Q
25	Nation and the world	N Delhi	F
26	New age weekly	N. Delhi	M
27	Radiance	N. Delhi	W
28	Social Action	N Delhi	M
29	Social Change	N Delhi	Q
30	Social Welfare	New Delhi	Q
31	University News	New Delhi	W
32	University Today	N Delhi	F
33	Young Muslim	-	-
34	Yojana	New Delhi	F
35	Women's link	N Delhi	M

LIST OF ABBREVIATIONS

<u>Name</u>	<u>Abbreviation</u>
April	Apr
August	Aug
Bi- Monthly	B
December	Dec
Februry	Feb
Fornightly	F
Government	Govt.
January	Jan
July	July
June	June
March	Mar
May	May
Monthly	M
New Delhi	N.Delhi
November	Nov
October	Oct
Quarterly	Q
September	Sept
Weekly	w

PART I

INTRODUCTION

INTRODUCTION

Education is accepted as an agent of social change and educational institutions are considered as instruments in the educational factory of our society. Education not only change the way of thinking of the people as a whole but also changes their Economic conditions and occupational structure.

Education has been perceived to be a significant instrument in improving the status of women. Education for a woman is considered important from the ancient time. According to Vedas, women should have opportunity to attain knowledge of Vedas from all the ^{four} ~~far~~ corners.

In Vedas, women has been called "updeshtri " of knowledge and this indicates women as teachers." Napolcon has said in this regard " if you will give me a well educated women, I will give you a Nation."

Gandhiji has also said about the importance of women education that a well-educated women can educate the generation. Pt. Jawahar lal Nehru rightly stressed that education of boy is education of one person, but education of girl is the education of the entire family.

The Indian Education Commission also rightly emphasizes that for full development of our human resources. The improvement of homes, and for moulding the character of children during the impressionable years of infancy. The education of women is of ever-greater importance than that of men.

It is only through the education of women that we can expect better atmosphere at homes, better hygienic conditions, greater production, and greater reduction in fertility rate happier family life. Mother is the first teacher of the child. Mother educates the child. So, education for women is very important. Women's education is the education of society itself. She can solve the problem of poverty. She can also contribute in the development of the society, community and the country.

The Government of India has made many articles and provisions for women's education. But policies of the Govt. will remain use less, when parents are not aware about the importance of the women education. After many efforts women are illiterate in majority in India. They do not know about their rights and importance. Still they live in darkness. There are many reasons, which are obstacles in the way of women to get education.

Parents should be aware about the importance of women's education. They should give proper education to their daughter. They should not differentiate between education of girls and boys. At the time of Independence literacy rate of women's was low but government of India has done many efforts for the upliftment of women's education.

1. PROGRESS OF WOMENS EDUCATION BEFORE INDEPENDENCE

1.1 Ancient period

In the ancient period women were eligible for study of the Vedas and the performance of sacrifices. There were women scholars who remained unmarried for a

long time devoting themselves to higher studies. Some learned women were. Atreyi, Apala, Indrani crhasha, Surya santi etc.

Many of the women made teaching their profession. There were boarding houses for girls students probably under the Superintendence of women teachers. Several ladies in Buddhist families used to lead a life of ealibay in pursuit of religion and philosophy. Learned women were generally known as Brahmavatine, Mantranid, and pandita.

1.2 Medieval period:-

The percentage of literacy among women next downs very rapidly during the Muslim rule. Society as a whole become prejudiced against female Education. The purdha system stood in the way of girls beyond a certain age being sent to schools. Though very young girls had some schooling where possible. But there were educated ladies Razia Suktana, Gul Badan Begum, Noor Jahan, Mumtaz Mahal, Jahanara Begum, Zibunnisa Begum etc. Akbar set apart certain chambers in Fatehpur sikri for a girl School.

2. THE BEGINNING OF MODERN EDUCATION

The East India Company was first compelled to accept responsibility for the education of the Indian people under the Charter Act of 1813 But they refused to take any direct action for the Education of women. It was feared that it might create a social commotion most of the private educational institutions for girls were conducted by missionaries.

Some Indian pioneers Raja Ram Mohan Ray and Ishwar chandra Vidhyasagen played an important rule in establishing many girls schools in Bengal. The Education of women should a better progress during the period of 1901-21 years, Mainly evening to the great public awakening created by the National struggle for independence and the first would man. The first Indian Women University was established in Bombay by Moharshi D.K. Karve in 1916. Many new careers open to them outside the home were teaching and medicine careers in commerce and agriculture etc.

3. EDUCATION OF WOMEN UNDER INDIAN CONTROL (1921-47)

In 1921 Education at the state level was transferred to the control of Indian Ministers under the system of Diarchy and in 1937. Provinces Autonomy was introduced. State now began to take more active part in the promotion of the education of women. The total number of educational institutions for girls was 28,196 in the country, the trend towards co-education had increased very considerably 50% of the total number of girls enrolled were studying in mixed institutions in 1946-47 at the collegiate stage. The percentage of literacy for women (1941) was only 6% as against 22.6% of men. In spite of the several gains of this period, therefore it has to be admitted that progress achieved has been inadequate and unbalanced.

4. CONSTITUTIONAL PROVISIONS FOR WOMEN EDUCATION

Every constitution has a philosophy of its own which embodies the ideals, value hopes and aspiration of its people. Education finds as important place in then great document.

It provides the conception of the economic and social order for which the youth of the country should be educated.

In Indian constitution, education is by the union and state subject education is dependent for its progress and expansions on the center and the state. Our constitution has guaranteed free and compulsory education to each and every child upto the age of 14 years. The responsibility of the centre and the state is to see that every individual is equipped with the necessary knowledge, spirit and attitudes to discharge his duties as a responsible and cooperative citizen so the proper functioning of democracy in the Nation and also at the international level can be maintained with its limited resources in all aspects like social, economic political, educational and familial etc. In Indian constitution it is assumed that no one is discriminated on the basis of sex, religion race and place of birth. Articles provide for equal right of men and women the central and state government are responsible to provide special facilities for girls, education special grants are also given for women's colleges and special facilities are provided specially to colleges for rural women.

5. WOMENS EDUCATION IN THE REPORTS OF DEFERENT COMMISSIONS AND COMMITTEES AFTER INDEPENDENCE.

Women education in the respect of University Education Commission (1948-49) The University education commission (1948-49) made certain recommendations regarding women education. Their commission has done little in the field of women education as it has done regarding higher education. The University education

commission noted the importance of women education and stated, 'There can not be an educated people without educated women if general education had to be limited to men on to women, for then it would must surely be pursued to the next generation. General education is important both for men and women It enables an individual useful for the country. A woman is the first teacher of the child. Through general education she can give the knowledge of values, manners and good traditions to her child. So there should be the provision of general education in the curriculum of boys and girls both.

5.1 WOMENS EDUCATION IN THE REPORT OF SECONDARY EDUCATION COMMISSION (1952-53)

In the respect of secondary education commission one particular chapter has been devoted to the education of women the commission feels that at the present stage of our social evaluation. "There is no special justification to deal with women's education separately. Every type of education open to men also is open to women. Many women have joined the faculties of Engineering, Agriculture, Medicine, Veterinary science, commerce, law and teaching as well as the arts and science and have taken to research and some have made there work on it."

5.2 NATIONAL COMMITTEE ON WOMENS EDUCATION (1958-59)

The problem of education of girls and women required a new significance after the attainment of independence. Education panels of the planning commission at its meeting held in July 1957.recommended that, "A suitable committee should be appointed to go in the various aspects of the question relating to the nature of education

for girls at the elementary, secondary and adult stages and to examine whether the present system was helping them to lead a happier and more useful life. "The major recommendations made by the National Committee on women's education under different section are as follows:

5.2.1 SPECIAL RECOMENDATIONS NEEDING TOP PRIORITY:

1. The education of women should be regarded as a major and a special problem in education for a good many years to come and a bold and determined effort should be made to face its difficulties and magnitude and to close the existing gap between the education of man and women in as short a time as possible the funds required for the purpose should be considered to be the first charge on the sum set aside for the development of education.
2. The state grant should establish state council for the educational girls and women.
3. Every state should be required to prepare comprehensive development plans for the education of girls and women in its area.

5.2.2 OTHER SPECIAL RECOMENDATIONS:

A. Curriculum and syllabi:

There should be identical curriculum for boys and girls at the primary stage with the provisions the even at this stage, subjects like Music, painting, Sewing, Needle

work, simple hand work and cooking should be introduced to make the courses more suitable for girls.

B. TRAINING AND EMPLOYMENT:

Immediately steps should be taken to set up additional training in all such areas of the country where a shortage was existing at present.

C. PROFESSIONAL AND VOCATIONAL EDUCATION: -

Girls should be encouraged to take up courses in commerce, Engineering, Agriculture, Medicine, etc. at the University stage by offering them scholarship and other concessions.

5.3 WOMENS EDUCATION IN THE REPORT OF INDIAN EDUCATION (KATHARI) COMMISSION (1964): -

The education commission was appointed by the government of India on dated 14 July 1964 under the chairmanship of Dr. D. S. Kothari.

"The commission observed: In the modern world the role of the women goes much beyond the home and bringing up of children. She is now adopting a career of her own and sharing equally with man, the responsibility, for the development of society in all its aspects. This is the direction in which we shall have to move. In the struggle for freedom. Indian women fought side by side with men, This equal partnership will have to continue in the fight against hunger, poverty ignorance and ill health".

5.3.1. EDUCATION OF WOMEN UNIVERSITY STAGE

1. At present proportion of women students to men students in higher Education is 1:4 This should be insured to about 1:3 to meet the requirement for education women in different fields. For this purpose, programs of scholarship and provision of suitable but economical hostel accommodation should be developed.

2- At the undergraduate stage separate colleges for women's may be established but at the post graduate level, however there is no justification for separate institutions.

3- Women students should have free access to courses in Art and humanities science and technology courses in home science nursing education and social work need to be developed as there have attraction force a large proportion of girls facilities for advance training in business administration and management should also be provided.

4- Research units should be set up in one or two Universities to deal specifically with women's education

5.4 WOMENS EDUCATION IN THE REPORT OF RAMAMURTI COMMITTEE-1990

On the 7th May 1990 the Government of India announced the appointment of a committee to review the National policy on education (NPE) 1986. This committee says about women education that there is a need to make education effective instrument for securing a status of equality for women and persons. In the context of women education the committee emphasis that –

WOMEN HIGHER EDUCATION: -

- 1 Increase in facilities for higher education for women particularly in the technical profession scholarships should be given to enough them to entire high technology courses
- 2- Scholarships free test books etc. should be provided to women under privileged section to continue them education.

6. WOMEN IN (HIGHER) EDUCATION AND NATIONAL DEVELOPMENT

6.1 THE UNIVERSITY AND SOCIETY: -

With the tremendous changes taking place in the world, and the immense challenges facing India, our universities can not remain isolated any longer in the pursuit of teaching and research which is not effective of the needs of society. With our very large investment in higher education and the need for better financing, public support will be legitimized only with such out reach. The need for such intervention is not only because we have something to give from our wide range of knowledge and skills available in the university, but also because we have something to learn and to built from it new knowledge as well as test our theories and reconceptualise them in their social and cultural context. It also gives us scope for raising our own social awareness and removing some of our bases related to gender, age & status. Such field out reach should be build into each course of the university whether as curricular or as co-curricular activity, as both students and teachers learn to understand themselves and society through such interaction, what we lack today in education is the strengthening

of value based education which respects people, upholds human dignity and worth, accepts as positive social diversity and the contribution it can make to human endeavor and social culture. A humanistic outlook can least be incorporated by working with the disadvantaged populations, while at the same time learning that citizenship is understanding our role in and commitment to civil society. The university and college must provide a process of interactions reflective action. This will be the heart of the social change role given a full chapter, for the first time, in our ixth plan.

6.2 WOMEN IN THE HIGHER EDUCATION SYSTEM:

Today, we have 5 women's universities and 1195 women colleges in the country. The first women was admitted at the university of Calcutta in 1877, the second in the university of Chennai in 1881 and the third in the university of Mumbai in 1883 although there universities were established 1857. In over 121 years, since a women first enrolled the university, we have come a long way, although, we have many rules to go. While women constituted only of 3 percent in higher education on the eve of independence, it has now risen to 34.1 % in the subsequent five decades, from 14 women per 100 men enrolled in 1950-51, the increase today in pamphlet to 52 per 100 men of course it varies, with Kerala registering 52.4 percent (as a percentage of total emolument), to BIHAR quite expectedly, as low as 18.6 percent. In Andhra Pradesh, it is 31.5 percent. With the requirement of reservation for women in education at 33 percent in Andhra Pradesh. More importantly we need to see the type of degrees for which enrol. Among all the faculties, while the enrolment for women is the highest in

Humanities and Social Science at 54.4 Percent of men and women together. In Science womens enrolment has a slight edge over men as the total enrolment is 19.6 percent in Science among the various faculties while that of women is 20.1 percent A tremendous change has taken place over a period of time as more women join the science stream in commerce women are lower at 14.1 percent while the total enrolment is 21.9 percent in the commerce faculty among all the faculties except for education in all other professional subjects they are lower. In law they are only 1.8 percent compared to 5.3 percent enrolment in law among all the faculties, and in engineering and technology, they are only 1.2 percent compared to 4.9 percent enrollment among all the faculties.

In B.E and B.Sc. Engineering, women constitute 14.84 percent however in Medicine they are better represented at 35.39 percent. Thus it is evident that the enrolment of women in professional courses is very low. Increase in womens enrolment in the colleges and Universities will be possible only if adequate infrastructure is available such as separate facilities for women students and teacher in the general college on the University and the provision of womens hostels.

7. EDUCATION OF WOMEN AND NATIONAL DEVELOPMENT.

Education of women is seen as a necessary concomitant to the social development of the country. For the attainment of our national goals whether it be greater equality, economic development, and the development of social infrastructure such as education and health, it is recognized Universally that accelerated effective participation of women is vital at all levels. Hence, the removal of illiteracy in women

and the Universalisation of education for girls have become strong imperatives and a major national goal.

If national development and women's development have to be purposeful and relevant, women have to be full-fledged participants. To achieve this it is not enough if women have health constitutional and statutory provisions of equal rights, treatment and opportunities.

Education should be a major means free us from gender bias which unfortunately, it does not do there is no substitute to on short cuts in education as the means by which there traditional gender basis and processes can be confronted and reversed, and to liberate women from their own psychological and sociological constraints, created by a patriarchal social and value order.

Hence, While education for women is a necessary condition for social change development, it has to be accompanied by increasing levels of awareness with respect to the place of women in a patriarchal society, the means to change their position and role as also to assure that women's rights are seen as an important and major component of human rights.

Discrimination against women continues in employment as women get lower wages in spite of the law to enforce equal pay for equal work and fewer women are in top job take our Universities where very few women are selected as vice-chancellor, Dean of faculty Rectors and heads of Departments or the principals of colleges. Even in the civil services since the same ethos prevails as in the political arena.

8. HIGHER EDUCATION: BACK BONE OF NATIONAL DEVELOPMENT

Higher education and professional education made the single most influencing contribution to present level of scientific and technical development of the country which further influenced the agricultural and industrial productivity this achievement is despite the wide variation in the quality of higher education, a large majority of institutions do not meet international level of quality, however because of sheer number even a small percentage of talents who seep up to the highest level, has been enough to create an impact on the country's developments.

9. HIGHER EDUCATION, WOMEN AND DEVELOPMENT

Until very recently the relationship between women's right to equality, justice, dignity etc and education was perceived primarily as an issue of ensuring women's access to Education at all levels. Since the nineteenth century. Women's movement all over the world have always placed the right to education in the forefront of their demands with in education The entry of women into higher education tended to be viewed as landmark in social development during the earlier years of the international women's decade, governments of both developed and developing countries were very keen to alter the rising number of women in higher education as an indicator of women's status in their countries. The first National conference on women's studies at Bombay in 1981 put forward a demand for the incorporation of women's issues and concerns of all kinds

in the teaching, research and extension activities of all educational institutions. The Indian Association for women's Studies was born out of the same conference to provide a forum for interactions between academics and activists at individual and institutional levels.

10.OBJECTIVES OF WOMEN EDUCATION AND NATIONAL DEVELOPMENT

In 1983 the UGC requested all vice-chancellor to consider ways of integrating womens issues and concerns i n the teaching, research and other activities of different disciplines. Two years later the UGC sponsored a national seminar of perspectives and organization of womens studies in Indian Universities. The seminar participants included many who were better known for then concern for higher education reforms than as specialists in women's studies The alliance between the two groups produced unique set of objectives.

1. To change the parent attitudes values in society regarding womens role and right to one of equal participation on all social economic and political proccss in national and international development.
2. To promote awareness among women and men of the need to develop and utilize women's full potential as resources for national development in its economic, political and socio cultural aspects and the need to question existing values and of their social responsibilities so as to participate equally.

3. To counter the reactionary forces emanating from certain section of media, economic, social and political institutions, that encourage the demotion of women from productive to more reproductive roles.

4. To revitalize University Education bringing it closer to burning social issues to make to work towards their solution and to produce sensitive persons able to play more committed and meaning full role in development activities for women in all section.

5 To fulfill a special responsibility to produce for all level of the educational system. Teachers who are aware of the need for non sexist education and who would actively pick up the challenge to promote values of social equality including gender equality, secularism socialism and democracy.

6. To update University curricula by incorporating the result of new scholarship and the issues raised by the latter, as they challenge some of the established theories analytical concepts and methodologies of various disciplines.

7. To promote increased collaboration between different discipline in teaching curriculum designing research and extension activities, since women's studies are interdisciplinary by nature.

8 To generate new and organic knowledge though intensive field work, this would help generation of data essential for evaluation and correlation of development polices and programmes and in extending the areas for academic analysis into hitherto neglected sectors.

11. ACCESS OF FEMALE STUDENTS IN TO HIGHER EDUCATION IN INDIA

The society can not grasp without making women educated and empowered Mahatma Gandhi has highly thankful that “educating a boy in the education of an individual but educating a girl in the educating of the whole family,” In fact women is the pivot of the family, the education of women influences, therefore the prosperity of the nation.

Indian democracy is based on the principle of equality and social justice women have right equal to men in every sphere of like man but sorry state of affairs is that they have been always been laggards in comparison to education of women has not attracted the attention of our planners. This explains the increase in difference between the percentages of male and female literacy from 14.02 in 1951 to 24.44 in 1991, Male have always dominated the scene.

11.1 ENROLMENT OF FEMALE STUDENTS

In the past independence period, the too number of female students in higher education has immensely increased. In 1950-51 number was about 43 thousand which increased to 20.65 lak in 1994-95 ; The percentage of female students to total students was nearly 12 in 1950-51 which increased to 33.80 in 1994 -95 The kothari commission has recommended that the efforts must be made to increase the percentage of female must be made upto 33. According to the data available for 1994-95 there are sixteen states and union territories where the percentage of female student is above 33.

These are Kerala (52.007) Goa (50.9%) pandichary (45.1) Delhi (44.20) Manipur (42.4)Tamil Nadu(39.7) Maghalaya and Nagaland (39.5 each) West Bengal, Tripura and Sikkim (34.9 each) and karnataka (34.2).

In 1994-95, the number of male students was greater, nearly two folds than that of female students in Indian higher education. The sole cause behind this is that most of the female students leave the studies in early stages. According to an estimate, 74.54% female students leave school before reaching Higher Secondary while for boys the percentage is 68.41. The traditional thinking, poverty and lack of educational institutions meant for female are the main causes.

A very small number of students in relevant age group is in Indian higher education. During 80s, 13% of males and 5% of females aged 18 years and above were found in Indian higher education whereas the percentages of such male and female students were 32 and 28 respectively in the developed countries.

The facultywise classification of female students indicates that most female students (54.39%) prefer Arts subjects. The percentages in Science and Commerce are 20.09 and 14.09 respectively. A very little percentage is found in vocational subjects. In fact, most of the institutions of Indian higher education impart traditional courses. Though, some institutions have, very seriously, started various courses of vocational education and training, the facilities are limited so far. The percentages of female students have been increasing in last decade in various courses of higher education. In 1985-86, the percentages of female students admitted to graduate and postgraduate

courses were 29.5 and 31.2, which increased to 33.6 and 35.6 respectively in 1994-95. Likewise, the percentages in research and diploma/certificate increased from 31.0 and 24.4 to 38.5 and 26.4 respectively during the same period.

12. INDIAN WOMEN IN THE TECHNICAL FIELDS

Scientific and technical manpower represents one of the major input resources for carrying out the technical programmes in the country. This is also an indirect contribution to the strength of the country in the socio economic development by the application of science and technology.

The University Grants Commission (UGC) which was established in 1956, under an Act of Parliament bears the major responsibility of regulating the standards in higher education sector in the country. It monitors the growth of higher education as well as the establishment of new universities and colleges, so as to ensure that higher education grows in response to the needs of the society for trained manpower with appropriate levels of professional training, skills and specialization or general educational attainments.

The introduction of National Policy on Education (NPE) in 1986 prompted the Commission to direct its efforts towards overall improvement in higher education through appropriate emphasis on autonomous colleges, redesigning of courses, state councils of higher education, accreditation and assessment, alternative models of management in universities, National Qualifying Test for requirement of teachers, making research and development broad-based, orientation of teachers, improvement of

efficiency, youth and sports education for the minorities, scheduled castes/scheduled tribes, handicapped and women.

The expenditure on education increased from Rs.114.4 crores in 1950-51 to 6,577.6 crores in 1983-84 and further to Rs.27,177 crores in 1994-95. The state governments accounted for 91% of the expenditure during 1994-95. The expenditure on university and other higher education (Revenue account) has increased in absolute terms from Rs.776.99 crores in 1983-84 to Rs. 3,253.62 crores in 1994-95, but its percentage share in the total education expenditure has declined marginally from 14% in 1983-84 to 12% in 1994-95.

13. ENROLMENT IN HIGHER EDUCATION OF WOMEN

Data on enrolment of students in institutions of higher education can be used as one of the parameters to assess the growth of qualified manpower in the country. The data reveals that as against the enrolment of 29.52 lakh students in all faculties in 132 Universities/deemed universities with 4880 colleges in the year 1981-82, there were 61.14 lakh students enrolled in as many as 183 universities/ deemed universities with 7513 colleges in 1991-92. Over a decade, the enrolment has grown at the rate of 4.6%. The number of universities including institutions of national importance which enjoy university status was 222 as on 01 November 1995. There has been a remarkable growth in the number of women enrolled in the institutions of higher education from 0.4 lakh in 1950-51 to 20.65 lakh in 1994-95. Data shows that their percentage share in total enrolment has gone up from 30.6 in 1986-87 to 33.1 in 1992-93. In absolute terms

efficiency, youth and sports education for the minorities, scheduled castes/scheduled tribes, handicapped and women.

The expenditure on education increased from Rs.114.4 crores in 1950-51 to 6,577.6 crores in 1983-84 and further to Rs.27,177 crores in 1994-95. The state governments accounted for 91% of the expenditure during 1994-95. The expenditure on university and other higher education (Revenue account) has increased in absolute terms from Rs.776.99 crores in 1983-84 to Rs. 3,253.62 crores in 1994-95, but its percentage share in the total education expenditure has declined marginally from 14% in 1983-84 to 12% in 1994-95.

13. ENROLMENT IN HIGHER EDUCATION OF WOMEN

Data on enrolment of students in institutions of higher education can be used as one of the parameters to assess the growth of qualified manpower in the country. The data reveals that as against the enrolment of 29.52 lakh students in all faculties in 132 Universities/deemed universities with 4880 colleges in the year 1981-82, there were 61.14 lakh students enrolled in as many as 183 universities/ deemed universities with 7513 colleges in 1991-92. Over a decade, the enrolment has grown at the rate of 4.6%. The number of universities including institutions of national importance which enjoy university status was 222 as on 01 November 1995. There has been a remarkable growth in the number of women enrolled in the institutions of higher education from 0.4 lakh in 1950-51 to 20.65 lakh in 1994-95. Data shows that their percentage share in total enrolment has gone up from 30.6 in 1986-87 to 33.1 in 1992-93. In absolute terms

their number in S&T faculties increased from 2.67 lakh in 1986-87 to 3.76 lakh in 1991-92 and further to 3.96 lakes in 1992-93. Among the women enrolled in S&T faculties, 80.3% belonged to pure science, 13.6% to medicine, 4.8% to engineering and technology, and 1.3% to agriculture and veterinary science during 1992-93. The number of women taking up engineering courses has increased from one percent in 1975 to about ten percent in 1990. As far as the sector of work is concerned, it is the largest as about 30 percent of engineers employed in the national institutions are women. Civil services (22 percent), public sector (19 percent), private sector (13 percent) follow this, and about ten percent each in private sector (small) and government R&D sector respectively, Kerala has the largest number of women engineers followed by Tamil Nadu and Karnataka. Maharashtra, Andhra Pradesh, Gujarat, Delhi Madhya Pradesh, West Bengal and Uttar Pradesh follows in that order. The increase in the number over the years is a common feature of data of all the states though the rate of increase is much higher in some states than in others. Electrical engineering and electronics are the most preferred branches followed by civil engineering, Computer Science engineering seems to be low probably because these courses started only in the early 80s. Recently, there is a definite evidence of computer science topping the preference list. Mechanical and chemical engineering follow civil engineering with metallurgy and aeronautical engineering further down in that order. The category other includes environmental engineering, Instrumentation, mining rubber technology, agricultural engineering, etc.

14. INSTITUTIONS OF HIGHER EDUCATION FOR WOMEN

There is an acute shortage of institutions of higher education for female in India presently, there are five women's Universities in the country, There are SNDT women's University in Mumbai , Mother Teresa women's university , Koda kanal Banasthali Vidyapeeth, Banasthal (Rajasthan), Auinashilingam Institute of Home science and Higher Education for women combatare and Shari Padmanathi Mahila Vishnuuily alaya , Tirupati . However the past decades have been uritnurses a yreat incuar in number of women's colleges , there were 647 women's colleges in 1982-83 which jievent to 741 in 1985-86 , 824 in 1988-89 , 950 in 1991-92 and 1108 in 1994-95.

15. WOMENS STUDIES PROGRAMMES AND HIGHER EDUCATION

At the present University curriculum in a country reveals that women's studies as an academic discipline has hardly made its make- Even though, women's studies in India were introduced in 1980 many of our university still do not either after programmer or courses related to women's issues.

In the west most institutions of higher learning process full pledged women's studies departments there departments offer various multiple and in disciplinary causes which have a feminist perspective in contrast in India whenever one moats the idea of introducing such a department there one critical and advances comments about feminism by self frofersed moral torch bearers of the society.

Since it was a sociological issue, it was expected that at least social activities would aggressively demand women's studies programmes in the University in the country unfortunately. This has not happened, fundamentally because most people in the country assume that as educational opportunities are equal for men and women every one is fine with respect to the lot of women. The past year the UGC has begun to sincerely consider and evaluate the importance of women's studies as a discipline. One could argue that there are definitely women's studies departments in some Universities who may be doing the needful.

Women studies programmes should be able to analyze and inculcate changes in syllabi and curricula so that gender bias is not revealed. It should also try to equip women with the content and education programmes, various child and community development programs should be equipped with skill and techniques of dealing with women and then problems they should be able to counsel them in the right direction. The role of the women studies department is to conduct research and training in all areas pertaining to women society and then in all interrelationship. Women studies programs should help women to learn feel for themselves and understand their role in society.

16. WOMEN IN SCIENCE & TECHNOLOGY IN INDIA

At the end of 20th century it is wholly increasable that centers of modern academic teaching and excellence should remain hostious of male power and privilege. That is how the report on women at the tap described the women status in science &

technology in U.K the statement is true around the globe with a few exceptions the role and contributions of women to socio-Economic development is known from the centuries yet as we are approaching the 21st century then share in S&T is rather a low percentage of the total .

In India the situation is no different in the last two decades that women role in S&T is being recognized as a result of several important intervention . A recent study has shown that the share of women in India in total graduate engineers in the engineering fields has increased from less 1% than in 1970 to about 10% in 1990 and more so in recent years.

The social transformation that have taken place to support women education in India, growth profile in the science and technology fields as well as the international perception on women participation in scientific research very few studies have been carried out on women in specific scientific disciplines. the first study on status of women engineers in India was carried out by S.S Sukhatma and P.P. pareek at IIT Bombay.

17. INSTITUTIONAL BARRIERS TO WOMEN STUDENTS IN INDIAN HIGHER EDUCATION

Higher education in India has undergone an unprecedented growth over the past two decades. According to the UGC, between 1950-51 and 1984-85, college enrolment has increased 18 fold - from 1.7 lakh to 31.4 lakes. If the same trend continues, it is likely to be about 5 million by the end of this century. This phenomenal growth in

student enrolment has been matched by a 10-fold increase in the number of college teachers from 21,264 to 2,11,757. There has been a dramatic upturn in the number of doctorates awarded each year during the same twenty year period during which student enrolment had a phenomenal growth.

In absolute terms, the share of women in this educational boom has been quite impressive. Enrolment of women students in universities and colleges increased by about 12 times between 1950-51 and 1973-74. Their share was 22.1 percent in the total enrolment in higher Education in 1950 -51 and this increased to 28 percent by 1980 from 11,716 to 21,084. So too, the number of doctorates awarded yearly to women has grown from 67 in 1950-51 to 1120 by 1971 - 72 and 2100 in 1981. But, in relative terms, women have lost ground in academic over the past three decades. In 1950s, women constituted 20 percent of the faculty and professional staff in academic, but by 1974-75 this dropped to 14 percent and by 1985 it dropped further to 10 per cent . The dropout rate of women at the University level (postgraduate) has been quite significant (15 to 30%). In this sense, the non-participation number of women in higher education has been greater than their participation number. Women, then , have not benefited from the educational boom to the extent men have ; they never have had more than a tentative foothold in academic except as undergraduate students. The over riding fact concerning women in academe is continuing under representation. This paper tries to explore the institutional or structural barriers to the entry of women into higher education and to their ability to persist there long enough to earn higher degrees. By

institutional barriers, I mean, those policies and practices in higher education which hinder women in their efforts to obtain advanced education. These barriers include practices pertaining to student services, degree requirements and curriculum.

17.1. ADMISSIONS: -

Whether, and to what extent, women are discriminated against. In college admission is difficult to determine. No national statistics are available on college applicants who have been rejected by institutions of higher education. We know the characteristics of those who are accepted and we compare women enrolls with men enrolls, but we do not know if the rejection rate is higher among women applicants to college than among men applicants nor whether this varies by type of institution. In the absence of such information, we must rely on indirect and partial evidence the number of women in the junior College level and degree college compared to the number at the postgraduate level.

There is little evidence of great differences by sex in institutional financial support. However, if academic competence and performance strictly determined who receives fellowships and assistantships, more women than men would receive support, since women demonstrate superior overall academic performance. However, women are slightly less apt to apply for financial aid than men in all fields except in social sciences. Another restriction upon the aid for which women may apply is that many women, particularly those, who are married and carrying family responsibilities, would prefer to be part-time students. The pressure on the pressure on graduate students to

enroll on a full time basis is itself a coercive factor that shapes the marital patterns of all couples in which one (or both partners) is a student. In fact in the present Indian conditions, an increasing number of young husbands and wives is attempting to share family and house hold responsibilities equally. The requirement that one partner must study or work full time makes an equal division of familial responsibilities very difficult.

17.2 FANANCIAL AID

There is one major difference between women and men college students in the sources of their financial support. Parents of women undergraduate and post graduate students provide a much large share of college costs than parents of men students. (60 % versus 40%). Men , to a much greater extent than women rely on their own earnings from their full- time jobs, part time work, or saving. In general, most women show a pattern of greater dependency on parents, while most men tend to draw on some means of self support. Data on the exact amounts is not obtainable. But whatever information that is available shows that more women than men receive aid from their parents and fewer women than men from families in the lower income brackets attend college. Whether these factors are the cause or the result of the discrepancy in the financial aid awarded in women and men can not be determined.

At both undergraduate and postgraduate levels of higher education, women are more dependent on their families for support of their higher education. The psychological consequences of the difference in the financial dependence are crucial

and have never been examined empirically. Whether it is the father or the husband who contributes to a women's education, emotional indebtedness accompanies the support. Data is not available concerning possible class difference in the differential support of daughters and sons. It is likely that upper and middle class women are assured financial help through their college years, but what happens to bright young women from less well-off families is not really known.

17.3 CAMPUS REGULATIONS AND SERVICES:-

Few undergraduate and even fewer postgraduate women are any longer plagued by campus regulation that traditionally restricted women's personal lives and served as a constant reminder that they were in special need of 'protection'. But it has been pointed out by various women (in the Survey interviews conducted by the Economics Department of the University of Bombay) that many new type of services pertaining to health and hygiene be considered a key service for women students, since its availability many determine whether or not a woman will be able to remain a student and to attain the level of education she desires. Another type of service that has been in great demand in recent years is childcare. It has been an uphill battle to convince institutions of higher education that such facilities are much needed by and represent a legitimate service for both students and younger faculty members. Most colleges and universities continue to ignore the growing demand for day care facilities, like crush, nursery rooms, etc.

17.3 CURRICULUM

At both the undergraduate and postgraduate levels, students are often subjected to a concentrated male perspective. All too often, instructors and textbook writers seem to have joined forces to keep women in their place. For example, For example introductory Sociology tests are required to be read by over 2 million students a year, but women typically are mentioned only in chapters on the family, and therein too, women are described in their traditional roles as full time house makers and mothers roles which in fact only the upper middle classes of affluent societies can afford.

Sociology is not alone in ignoring female assertiveness, initiative and creativity History. Economics, psychology and Literature courses also overlook the human needs and the aspirations of women as well as their past and potential achievements. In institutions of medicine, engineering and where the subject-matter itself is less apt to be used to reinforce male and depress female egos, women students are nevertheless channeled into such "feminine" specialties as pediatrics, gynecology, and interior design. Women who persevere in a specialty such as surgery often find themselves blocked by hospital administration that not allow them to fulfill their internship requirements Thus, college and university professors place heavy emphasis on the culture and achievements of males which may contribute to the motivation of males but dampen that of women. To the latter, the implicit message appears to be: "You do not belong to those who make important decisions for or significant contributions to society. If you try become something other than a housewife of low-income worker,

you will be unsuccessful. Women today, are discovering that they have a history and that there are alternatives to male dominated society. Their resentment has recently surfaced in many conference/ seminars. As women faculty members have gained experience in offering women oriented courses, they report a change in their own attitudes to the subject matter they teach, and their students response to it. Thus educated woman in India is on the move today. Most of them are certainly not striving for superiority to men but rather for equality. They prefer to be called 'equal-half' rather than better half. Nevertheless universities in India will have to play an important role in this regard, by making the necessary changes in the curriculum, providing certain facilities to women faculty members and arranging frequent seminars on the 'economics of women's higher education' to provide proper media to women for expressing their view.

18. EDUCATION, WOMEN ENTREPRENEURSHIP AND NATIONAL DEVELOPMENT

Indian women's role, their status and problems are linked to our history and social system. They offer a paradox, a contradiction and a challenge in their societal application linked to development. Generally it is stated that they suffer from malnutrition. Illiteracy. exploitation and social atrocities. Differentials resting on discrimination have generated figures to highlight their inequalities and inadequacies to cope with economic adventures. Even the dominant modernizing ideologies have not broken their heterogeneity. They continue to be isolated and more disadvantaged group

even among the so-called disadvantaged section of our society . Lack of education has been a handicap in their way to social awareness. The New Education policy (1986) envisages a positive interventionist role for education in the empowerment of women. Perceptions on women and industrial growth are still hazy if not totally despite many referring to them as a decisive force for any social change. In retrospect women have been, by and large linked to home and hearth. This has traditionally resulted in their economic dependence. Social neglect, political ignorance , compounded by strong forces of casteism semi - feudal sensibilities, dominant agri base, lack of education, religious beliefs, poverty, remoteness and un-scientific attitudes. It is in the context of the presence of these critical factors that awareness requires to be created to re-define their role in economic growth. With our emphasis on mixed economy and industrialization in the wake of global consumerism women's role acquires a new significance and focus. In India where culture of consumerism is of late picking up and where the cities are attracting greater flow of migrant population because of increasing pressure on agricultural land, even there . women entrepreneurship continues to be a bleak area. Despite our broadbased and secular education religious instruments and procedures have survived to discourage the initiation and participation of women in any economic initiative . Despite a number of social thinkers and reformers with different schools of thought and underlying common values total emancipation has not taken place. When we look back and reflect, the under-developed picture of women in the social scenario still stalks our imagination. We simultaneously

continue to rever and ridicule the role and status of women. A scientific temper and education combined with humanism for her empowerment so as to put her in proper perspective is still not uniformly available. Though political institutions keep on projecting a social format for the encouragement, and programme of action to rehabilitate her status it is still felt that she has to be better placed. Indian government has a number of programmes for protection of women their welfare and their socioeconomic advancement. Family and Child Welfare Programmes, Nutrition programmes, protection Homes, Rehabilitation Centres for Destitute women, Integrated Child Development Schemes, Integrated Rural Development Programme, Development of Women and Childern in Rural Areas and Training of Rural Youth for self-employed are a few in the socia package for the improvement and cmpowerment of women. It is typical that in our villages women lack settlement of intelligentsia, amenities, incentives and initiations. Indian panchayats are an old base of our social and political structure. These have yet to come forward as a perceptible action group for cooperative entrepreneurhip to solve economic and social problems at the grassroot level. Indian rurla background may not be a purveyor of set ideas but it presents a fair picture to a connoisseur of culture. It holds a rich potential for agri-based entrepreneurship. Democracy in a vast country like India is a qualified triumph. Giving employment or self- employment to everyone is a mixed dream. production of goods and services improves living standards besides contributing to eclonomic development. Economic autarky is no longer possible. So exchan of goods and services is pertinent

for survival. So why not women should also share this challenge? The way to prosperity lies through a corporate venture in women in women entrepreneurship which alone can ensure that people are not distanced from their own development. Women have not to be the cold recipients of others ideas. They can constitute a mighty upsurge of their with a repeated affirmation in democratic efforts directed to its development. It is accepted that there are as yet no consistent associations within women labour force participation. Women have a number of constitutional provisions regarding equality. They have human rights, social right and economic right. But the constitutional provisions and provisions of law can be objective realities only. When they are availed of by our women in the establishment of justice, thereby establishment of a new social order based on equality and mutual respect between men and women. Many improvements spearheading their goals in creating the mass base of awareness among women. Usually our discussion to involve women to improve their status and share in development begins and ends in their rights in marriage, divorce, property and other genders pacific problems. Notwithstanding this, our concern for women empowerment continues to be great. While our education system has to play the required interventionist role, women entrepreneurship is an area which has to be encouraged seriously. It is agreed that women have to play an equal and influential role in all our social activities. Sensitivities have to be generated to feasible strategies devised to that Every entrepreneurial effort at present inhibits women from advancing in their entrepreneurial work force. Perhaps the managerial determinants have been

prescribed by an overwhelmingly male dominant attitude over the ages. There is no doubt that the task of motivating and promoting women entrepreneurship is still an unexplored issue. It has no social and political support. This situation continues to shape their behavior and psychological disposition. The economic stagnation can be mitigated through the involvement of women as entrepreneurs. Their proximity to power would come through their initiation and involvement in overcoming situational determinants for development. In a democratic set up equality of opportunity contributes to common growth and plugs gaps and disparities to the overall national development. In such a situation female entrepreneurship side-by-side with male participation can alone ensure socio-economic stability. Overcoming the situation of uncertainties, risk factors and uncertain decision with a sense of innovation, fincssc and firmness, women can be counted upon to stabilize. We have 1.4 million small industries manufacturing 5,000 varieties of products. Their quality is not up to the mark because design of equipment and process of technology are old. There is a generation gap. Women cooperative entrepreneurship in updating these can improve their quality to do better in a competitive market. For this, numerous measures such as assistance from Banks, Small Industries Service Institutes with their organizational programs, science and Technology Entrepreneurs' parks in universities in liaison with Industries Departments, leasing systems, incentives, economic packages from government for raw materials, awareness generation through vocational education in colleges and universities, consultancy services, training, research and development, for

entrepreneurs, are necessary. Small-scale enterprise with the above support system for women can be a great success as in these there is no divorce of ownership from control and can yield encouraging results. Looking to the demand patterns and while going in for production procedure for goods and study benefits of competition and technology updating, women entrepreneurship can be encouraged for production of consumer durables. The incentives can be given in the field of plastics, ceramics, electronics, computer software, telecommunication parts laboratory work, agri based products, handlooms, handicrafts, kitchenware, food articles etc. The male entrepreneurial syndrome resting on physical, environmental, financial and other factors cannot long be permitted so as to ensure uniform socio-economic development of the country. Myths, stereotypes and barriers have to be reviewed and removed as there are irrelevant and inappropriate today seven out of 10 women work now out of pressing economic needs and they continue to contribute in the fields of science, technology and arts in a fair measure. In 62 countries exercise has been initiated on educational planning and administration in the context of recent explosion of knowledge. Education has expanded in different fields. As a catalyst of development it is in itself now a discipline of study. Generation of knowledge. Its dissemination and research are the primary functions of education. Where there have to be training courses, awareness courses updating courses and academic courses, awareness courses updating courses and academic courses to cater to the needs of different categories of persons, education has the equity dimension also i.e., it has to cater to all men and women so as to make them

jointly contribute to the national developments. Its material has to be relevant, its communication strategies a mix of teachers and designers to create a new work ethos. This has not merely to cater to the cult of consumerism but has to create awareness as a participative spirit in all developmental efforts. Its delivery system has to be effective. So education has also to play a significant role to change our perception of the role and status of women in our economic activity. So a change in the gender role approach towards women can bring about the desired economic function in their role and status. This would mean their empowerment and participation in the development effort towards the country.

19. WOMEN'S EDUCATION FOR SOCIAL CHANGE

Women's issues have assumed tremendous importance and have been attracting a lot of attention in recent years, specially in the contest of social change and economic development and there is awareness of the need for enhancing the status of women through education which is regarded as the most potent instrument for effecting a change in the unenviable and subjugated position occupied in our society by women who continue to be kept in situations of inferiority, dependence and exploitation and the matter is much worse in the case of our rural women who constitute the largest educationally deprived community, yet contributing substantially to the economy, directly and indirectly, and who have immense capabilities which have not been utilized for want of education which would give them scope for training and improving their skills and intelligence. There has been no organized attempt to prepare and equip

this vital segment for the momentous and challenging tasks that await them and the impact of keeping large groups of economically active women uneducated is to be seen in low productivity, occupational displacement with introduction of modern technology, low diversification of occupations and concentration in low skilled, low prestige, low paid jobs, which position has to be changed radically. Education which has been recognized as a catalyst as an agent of change, as a determinant of the level of aspiration, technology, productive efficiency which constitute some of the ingredients of development has not received due attention in the case of women, probably because the educational system has been entirely biased and geared to the needs, aspirations and advancement of men, without any concern, whatsoever of the socio-economic position of women who constitute the core of the community and without any use whatsoever for women's personality development which attitude has stood in the way of women receiving education which is not just the process of learning skills but an essential instrument of social of change -a means for the fulfillment of women's personality development with value of freedom, dignity and equality , a means for transforming her role from subservience and dependence to self-reliance and interdependence, a means for stimulating initiative, a means for equipping her to be self-reliant to the challenges of life with courage and confidence, a means for given her scope for the dynamic role she has to play in national reconstruction, a means for enabling her to participate in projects capable of changing society in short a means for cultural revolution. One of the dynamic factors that would help the development of

rural women is education which is by far the greatest input in human development and for rural women both formal and non- education would be necessary, the latter being the only alternative for people who have not only crossed the age limits of formal education but also have no access to it and the extent to which these women can take advantage of the opportunity will depend on their socio-economic back ground.

The spread of education has not reduced the number of illiterate women, and this is because of growing population. Rural women in general are outside the purview of education and their literacy rate is very low although their work participation rate is a little high even though they do not get adequate wages for their work. This under-privileged and non-privileged is the most vulnerable both from the point of view of education as well as training, leave alone their opportunity for employment. There is imperative need for a concerted move on the part of both the Central and State Governments as well as bodies which seek to organize and activate women to realize their rights and opportunities for development and mobilize them for social change to tap this vast potentiality of human power for gainful utilization for the good of the family ,society and country as a whole as a whole by imparting work oriented training with some basis education, bearing in mind that this may have to be taken to the doorsteps of their houses which is now feasible, what with the growth of mass media such as Radio, TV, Tape Recorder, Video etc.

Education for better living for rural girls should make special note of personal hygiene, sanitation, nutrition, storage techniques, sex education, family planning, child

care, home nursing and learning simple trades. A new strategy has to be formulated to bring about a socio- economic transformation of our rural communities through an imaginative program which would develop a new generation of educated, emancipated and enlightened and young women who are capable of effecting a change in the quality of life of their families and this program must be a part and parcel of major welfare programs and should include special school in villages for rural girls, to educate them for better living and give them vocational training which could impart knowledge of personal health, hygiene, sanitation, dietetics, food , nutrition agricultural technology for increased food production, simple post harvest technology for avoiding the tremendous waste of food during storage, feasible and practical techniques for preservation of perishable goods, simple agro-based industrial technology all of which would guarantee economic independence for our rural women and would contribute to all round rural development.

Special attention should be devoted not only to expansion but content of women's education with emphasis on science and technical education at all stages. Education should be the instrument of social change and should be reoriented to enable women to take to the path of progress and reformation

20. STATUS OF WOMEN

Our society continues to be plagued by low levels of women's literacy, early dropout of girls from school, domestic violence, lack of accessible free legal aid and health services, lack of productive assets such as accessibility to raw materials and

markets, unequal wage for equal work, lack of political involvement of women, and many other issues. These require a large force of women who take up these challenges on behalf of their sisters. Women do the hardest labor in agriculture and tending of animals but they are not the targets of either training or Government and bank loans. Yet, they constitute a major proportion in the work force, remaining invisible, but performing roles from seeding to harvesting. Even the sale of some agricultural products is in their hands such as fish, agricultural and dairy products as also rural handicrafts. In fact, agriculture was women's invention, with the hoe, when man was still-hunting and foraging for food in the wilds. It was only the advent of the plough, which brought men into agriculture. Men always take over as soon as some form of mechanization takes place, leaving the harder drudgery in the traditional sector to women. I once visited a match-processing unit in Kerala. The women did all the heavy jobs like putting wooden sheets in a heavy wooden rack placing it in the match cutting machine and, there after, collecting the matches for transfer to another room. A man was employed merely to switch on and off the machine! When asked why a woman did not do so, their paltry explanation was that machinery was involved. In fact, he had the lightest job in that unit! Similarly, thousands of women are involved in the small-scale sector or in home based industries but their supervisors or contractors/middlemen are all men. As a result, they are severely exploited both on wages and conditions of work. The plight of women in the fish processing sector, or kaju or coir processing, is verty deplorable. Moreover the modern sector exploits them for export oriented industries

such as garment making and electronics. The list is endless. Even our trade unions in the organized sector are too patriarchal to recognize the level of continuing exploitation of women in the non- formal sector. In the hierarchy of exploitation and injustice are women who belong to the non-formal and casual or migrant labor force but, even among them those at the bottom of even this social ladder, are the women in, the scheduled castes and tribes and those who are mentally or physically disabled.

21. RELEVANT POLICIES

Most policies are male gendered. Therefore, there has never been adequate provision for women who play a dual role as worker and homemaker part-time jobs, with proper security and benefits, or day care centres for their children, have hardly been on the national agenda. The 5th pay Commission has to be commended for several women friendly policies but some of these policies can be translated into action only with a commitment of funds such as the establishment of day care centres. Accessing such facilities is the problem and not opposition to pay for it by the user community. The UGC planned to have a scheme to fund Day care Centres in the universities during the IX th plan, even before the recommendation of the 5th pay commission. We hope to at least make a beginning with it in some universities, even on our very poor budget provision.

22. EMPOWERMENT OF WOMEN

All this leads us to consider the importance of empowerment of women achieved through both education and greater social awareness. No one, ever in history,

has achieved right without a struggle. Women have to unite across caste, class, ethnicity and religion, if change has to be brought. Political empowerment is now made possible for women at the local levels through the 73rd and 74th Amendments to the Constitution, It has brought a million women opportunity to participate in decision making and policies at the village, block and district levels as also in the urban municipal corporations. Educated women have a major social obligation to participate in this great experiment, uniquely launched in our country by reserving one -third of the seats at this level. Expanding women's education will serve no purpose if women do not women do not participate in policy and decision making. What women want as development is not necessarily what men desire. While the latter want communications, transport and industrial infrastrucure, women want water for domestic women want water for domestic use, for their animals and their parcheds. They want more and better schools for their children, better health facilities, and recreational facilities for their children, shelter and security. In the mid-eighties, on a fact-finding visit to a fishing village in Kerala, a group of women "gheroed" (surrounded) us. They shouted at us and said it was easier to get a liquor license for a shop in the village than a school. Hence, as educated women, we have a great obligation to provide a leadership role secure justice and to ensure that development priorities are appropriate to meet the needs of its vulnerable population. I hope that at least some of you will provide this leadership in the panchayati raj institutions, whether at the level of the village of taluk, or in district towns, or in the larger urban centres, Educated women must come out in greater

numbers to be involved in this grassroots democracy to provide an effective voice to women's concerns. The only way we will have further representation in State Legislatures and Parliament, in our own right, even if one - third representation has been denied to us on considerations which are not equally applied to men. It says so much for our entrenched patriarchy.

23 . EMPLOYMENT POSITION OF WOMEN

There were 3,14,489 personnel employed in research and development establishments as on 1st April 1994. Out of these, 36.4% were primarily engaged in R&D activities. 31.4% were performing auxiliary (teaching supporting) activities and 32.2% were providing administrative or non-technical support. There were 1,14,403 R&D personnel (personnel primarily engaged in R&D activities), out of which 77,113 (67.4%) were employed in the institutional sector and the rest 37,290 (32.6%) were employed in the industrial sector respectively. With regard to 98,769 auxiliary personnel the distribution among the institutional and industrial sectors was 81.2% and 18.8% Out of 1,01,317 personnel extending administrative support, 90.1% belonged to institutional sector and only 9.9% of them were in industrial sector. There were 37,429 women personnel employed in R&D establishments, which was 11.8% of the total employed in such establishments. The percentage of women by nature of activity was 9.2% (10,505) primarily engaged in R&D activities, 9.4% (9,333) in auxiliary activities and 17.2% (17,411) in administrative activities. Eighty one percent of the total women personnel

were employed in the institutional sector. The majority of them were engaged in administrative activities.

PART II

BIBLIOGRAPHY

WOMEN, ARMED FORCES

1. MOHAPATRA C (Sevashree). Women in armed forces. Yojana. 40,12: 1996. Dec; 26-7.

The article discusses India women were recruited in the armed force during the world war II the women auxiliary corps of India (W A C -1) was formed and thousands of women in uniform worked as clerks, telephone operators and in several other trades. India women are already serving in the army medical corps as medical and nursing offices since long. There was a growing demand by women for serving in both non-combatant and combatant posts of armed forces. But initially they have been taken in three wings of the armed force on non-combatant positions. Induction of women in the armed forces of India in officers cadre is in line with the government's policy to provide equal opportunities to women in maximum number in the hitherto inaccessible spheres.

2. DEVELOPMENTS. ECONOMIC and POLITICAL factors

2. VISWANATHAN (Sujatha). Grouping women for economic empowerment. yojana . 41,3; 1997. Mar; 37-8.

The article shows that the Indian development planning has always aimed at removing inequities in the process of development to ensure that the fruits of development are an equal privilege of all . In recent years it has become increasingly evident that women are lagging behind a great deal both in availing of the benefits of

development and as participants in the process of development due to several socio Economic cultural political impliments. Economic empowerment is achieved it would have major implications on the overall empowerment of women. Inter family relationship and domestic work culture would change resulting in social empowerment and a more equitable participation of women in decisions concerning the family. Leadership and active participation in-group culture would improve political acumen and eventually help successful political empowerment. Political empowerment in turn would result in more representative planning for women and strengthening and sustaining of the process of overall empowerment of women.

-,PROGRAMMES , IMPLEMENTATION

3. PRASAD (Hemalatha C) . Implementation process of women development programme. Journal of Rural development. 17,4: 1998, Oct-Dec. ; 779-91.

In this article the principle objective of the project on women development programme sponsored by IFAD is empowerment of rural women which is sought to be achieved by organizing them into self help groups (SHGs) which would provide them a power base achieved by socially mobilizing the rural poor women to improve their economic and social status in the family and the community. The social enhancement could be for self development through group dynamics. Improvement in their economic position would be achieved through increasing their income earning potential by integrating them into regular delivery system for credit and support

services. The Tamil Nadu women's development project with financial assistance from IFAD has been taken up women development programme for implementation in five districts.

-, EDUCATION , AUDIO VISUAL , role of

4. JOSE(Tisy) . Women in the audio visual. Caritas India Quarterly. 1,1,; 1999, Apr. July ;13-6.

This gender bias of media is obvious in the sensationalized , politicized, trivialized or distorted women's issues that escape the attention of the public. The disparity between the real life lived by women and the 'reel life' constructed over the visual media about women is disquieting and perplexing at the very least. The truth of the argument can be seen in the television programmes that exclude the working class and present women from its presentation while constructing the images of women the visual media follow their own preferred code in fragmenting women into suitable stereotypes. Women imagery as sexual objects are projected by adding feminine nudity to any brand that is advertised. cola drinks , shaving creme washing powder or perfume , all seem to so or in sale if an added flavour of a women's body in an erotic attraction accompanies them. The empowerment of women in the media is low particularly in decision making levels. Men not only lead women in absolute number but also constitute the bulk of the management and top editorial ranks everywhere.

-. . BARRIERS

5. COLEMAN (Marianne). Barriers to career progress for women in education : The perception of female head teachers. Educational Research. 38.3;1996. Number 3 ; 317-31

The article discusses the number of women who achieve senior posts in educational management is disproportionate to the number of women employed. This is particularly true for women in secondary education. Where only about 20 percent of headships are held by women. All the female head teachers of one English Shire country were interviewed about their own experiences and views on barriers to women's progress . The head teachers had experienced within the work situation and early career both overt discrimination and more subtle sexism and tended to meet both with pragmatism , rather than confrontation . They had avoided gender stereotyped roles within the work situation. and were generally free of the major responsibility for domestic affairs.

6. MISRA (Shikha) and AGARWAL (Subhash C). Gender sensitivity & barriers in education : An overview. University News .36,3;1998, Jan; 1- 4.

The articles shows that the belief that women are inferior goes back a long way. The political and economic status of men and women is organized by different requirement and constraints . Throughout the age and through diverse cultures women's status has depended on the biological fact that she is potentially the bearer of children changing family pattern and the acquisition of franchise have been greatly

instrumental in bringing about radical changes in women's status all over the world. But it is education which has a direct bearing on the social position of women. Since the mid 19th century, education of women has expanded not only in western developed countries but also in undeveloped countries. Continuous efforts are being made world wide to eradicate illiteracy among women not only in developed countries but also developing and underdeveloped countries.

-.DEVELOPMENTS , COLONIALISM

7. PAUL (M C) . Colonialism and women's education in India. Social change. 19,2;1989. June;3-17.

Article discusses the progress and development of women's education during the British rule. It was very nominal in comparison to the education for males. The colonialists did not take much initiative and interest in the development of women's education in India. Then interest was a sort of ritual without much meaning on purpose. Whatever progress was done on this front was due to the initiative taken by various people who were leading the socio political movement not only for reforming the Indian society but also against the colonial rule. The recommendations of various commissions on education during the colonial period were also not implemented by the colonialists. In this paper an attempt is made to explore how the women's education was gradually and haltingly developed; how it was unresponsive to the social, economic and political aspiration of women; and how the various socio political

movements forced the colonialists to develop and spread women's education in colonial India.

-, -, ORISSA.

8. PANDAY (Saroj) . Women's education and development in Orissa : an Analysis. Social change. 22,4;1992. December ; 27-33

The article discusses the Orissa is one of the educationally backward of the country occupying the tenth place among them in order of rank. Female literacy is equally low. Though literacy among women has increased tremendously since independence. 70 percent women in the state are still illiterate. A part from the dogmatic attitude society towards women, lack of proper facilities for girls, education inadequate utilization of facilities, lack of working women's hostel, large number of SC/ST population seem to both major contributing factors for the low rate of women's literacy. This paper present a critical and comprehensive analysis of the growth and development of women's education in the state.

-. -, DROPOUTS. PROBLEMS. HYDERABAD

9. VANKA (Sita). Education for all : The problem of dropouts among women in Hyderabad district. Indian journal of Adult education. 56,4; 1995, Oct-Dec; 21-6.

The article discusses that the modern world which is characterized by a vast array of human achievement in diverse fields of knowledge and action. The instruments of education as the prime mover of change and development has been obvious. The

most critical challenge of the new vision is to reduce gender gaps in learning especially in countries where female illiteracy rates are much higher than those for males. India is a classic example where the educational status of a vast majority of women is particularly grim. Though there has been a steady increase in the females literacy rates since independence. The fact that the female illiterates constituted 60% of the total illiterate population and 193 districts in India have a female literacy rate of less than 20% and the coverage of women through adult education centres. The govt. of India has been initiating and implementing various programmes to ameliorate the situation. special emphases is being placed on the coverage of women in all these programmes.

-, -, ECONOMIC, ROLE

10. EDUCATING GIRLS is good economics. university news. 29,49;1991, Dec,9;20-21.

The article discusses that the world bank study says that educating girls is not charity. It is a good economics and if developing nations are to abolish poverty, they are to educate the girls. The economic and social returns on investments in education for girls are substantial and on the whole probably greater than those for boys " say the study " letting girls learn : promising approaches in primary and secondary education, creates opportunities for girls to enter the labour force and be more productive when have jobs, they have higher incomes , they often choose to have smaller families and they can offered to make sure their children are will fed and have access to health care

and schooling. Researches has shown that educating girls can help developing countries tackle poverty, population growth and poor health conditions.

-, ENGINEERS, ROLE

11. WOMEN ENGINEERS in India (Report) (Bombay) (1995). Social welfare.42,5-6 ; 1995, Aug-Sept ; 43-5.

The article discusses that on the participation of women in engineering profession for the period 1975-90. The number of women taking up engineering has increased many fold in this period. The percentage has increased from around 1% in 1975 to about 10% in 1999 . In a few colleges some states. women now constitute upto 30% of the enrolment in certain disciplines. On the other hand the percentage of women in II Ts and RECs has remained low. The national stock of women engineers is estimated to be 18875 upto the year 1990 of there, 16162 women engineers were located through systematic efforts and primary information about the year of graduation branch and state obtained. An examination of data shows that Kerala has the largest population of women engineers, electronic is the most preferred branch amongst women. electrical and civil engineering rate next to electronics followed by computer science chemical and mechanical engineering.

-, GENDER INEQUALITY.

12. NAGRARAJAN (N) . Gender Inequality persists in literacy. Perspectives in education, 14,2;1998, Apr;116-22

The article discusses that the women constitute about fifty percent of the total population. education of women is considered to be the most sensitive index of development. women's education immensely influence fertility rate, infant mortality, population growth , marriage age. life expectancy. national productivity, and also in engendering self-esteem, confidence and equal partnership in all walks of life, the percentage of illiterate women in India is 61.1 as against 36.6 percent men . The situation is much worse in rural India where women's literacy rate is 30.6% in contrast to the urban literacy rate of 64 % , though it is here that is 30.6% in contrast to the urban literacy rate of 64.1% though it is here that 76.69 % of the total population lives. The target of universal literacy is however still far from being accomplished among the states and union territories of India. Tamilnadu state stands second in the literacy achievement next to Kerala.

-. HOME SCIENCE COLLEGES SURVEY

13. VERMA (Amita). Women's studies in home science colleges in India: A survey university news. 28.53: 1990. Dec.31 :4-7

The article shows that the home science colleges have been actively involved in research and training related to women's concerns. An initial effort was made in 1986 to review the studies focussing on women's concern undertaken by faculty of home science. A survey of women's studies in home science colleges in India. The main purpose of the study was to obtain information on (i) courses related to women studies

offered by various home science colleges and (ii) researches dealing with women's issues/ concerns conducted through students master's and /or M. Phil. and doctoral dissertation and research projects under taken during the year 1970-1987.

-.Impact of

14. RANI (K Sudha). Impact of education & employment on the status of women. educational review.104, 11; 1998, Nove. 15-9.

This article discusses the status of women in a society indicates the nation's overall progress in social, economic, and other fields. women of some families in the absence of education ,lead lives facing innumerable hardships. Thus , it is impossible to seek the co-operation of there women in development of home and society. Efforts were made by many social and political reformers to improve the status of women inspite of the improve the status rights and privileges, traditionally they have been put in a week position. women's education awakens women to a sense of their own importance, encourage them to assert many of the rights which were hitherto denied to them and help to achieve economic emancipation education and employment changes is old ideas.

-.IGNOU'S , ROLE

15. JAGANNATHAN (NEELA). Gender equality in education ; IGNOU'S role. university news.29,5;1991 Feb,4;1-5.

The new national policy on education(1986) is a landmark in the approach to women's education. It lays special emphasis on the removal of disparities and to equalize educational opportunity to all sections of the society. IGNOU'S basic objective is to provide equal opportunity for higher education to all including industrial and agricultural workers professional and other employees, people residing in urban, rural and tribal regions , belonging to upper class, lower class and weaker section and housewives. In India a large number of women are seeking admissions in the courses conducted by distance teaching institution, According to 1981. Census women's constitute almost 50% of the Indian population. But sex wise distribution of students at IGNOU reveals the proportion of male student is much higher than female students. The percentage of women also differ according to types of courses No, doubt there is a steady increase in there disproportionate enrolment is the low literacy rate among women due to social and tradition discrimination in Indian society.

-.-. ISLAM , ROLE

16. QAMAR JAHAN . Education of women In Islam. Educational Review. 104,10; 1998. Nov :7-9

The present status of Muslim women needs sincere security as it is socially, educationally and economically backward. No community can progress. If it ignores its women and discriminate them with men, Restrictions on Muslim women on the pretext of inferiority is the main reason for suppressing them. Now Muslim women are not allowed to go out alone, for fear of exploitation. In Islamic society, acquisition of

knowledge become incumbent both on man and women. The prophet had fixed Wednesday exclusively for women's education. He adopted this noble practice to provide an opportunity to learn from him to muslim women. They were also provided with vocational guidance, women thus took to acquisition of knowledge in a big way, for solving their religious social and economic problem. Young men and women are future Nation's leaders. community cannot progress, unless the progress of women is ensured . Girls therefore, should get priority in all educational programmes.

-, -, MANAGEMENT

17. VIRENDER KUMAR . Management education for women's: A critical appraisal with new possibilities. University news, 35,11;1997, March; 8-13.

The article discusses the traditional approaches to management education aim at changing the personality of women only on short term basis. These approaches are based on faulty assumptions. We assume that we know and respond to the unique need that women bring to our classroom and programmes and we press forward with pedagogical designs that simply meet the test of time rather than encourage women's intellectual and professional development. We assume that our instruction roles teaching practices and styles and classroom dynamics are gender neutral ignoring the powerful role of gender in the management classroom. Let us examine some of there assumption and see for our selves the role management education is playing especially for women. and for their intellectual development.

-.-. MUSLIM . PROGRASS.

18. SHERVANI (Begum Nusrat) and SHERVANI (Ahmad Rasheed). Educational progress of Muslim Girls in U.P. Shikshak Sathi. 22,8; 19999, Aug;4 -

Now where are those know all who were giving all those weightily reason for the much poor performance of muslim girls twenty two years ago, The only improvement that has come about is in the attitude of the muslims themselves, Most muslims were quite anti education till twenty one year ago particularly anti girls education. this was the only correct and true reason for poorer performance of muslim girls twenty two years ago. Gradually many muslim began to wake up come to their senses and pay some attention to the education of their daughters. The number of non muslim girls getting first division increased from 33 in 1976 to 308 in 1998 and the number of muslim girls getting first division has increased from 41 to 1382 nearly thirty four times the improvement effect by muslim girls is most marked in this very respect.

-. , PRIMARY, COMMUNITY EDUCATION, Role of

19. SIWAL (B R). Community's role in primary education for girls. Social welfare .45.9; 1998 Dec ;9 -14.

The article discusses that the education is the most important instrument for human resources development. education of girls therefore, occupies top priority amongst various measures taken to improve the status of the girls child . The primary education enrolment rates of girls have a positive impact on economic well being of women ,

then families and society in the long run. higher levels of schooling for girls increase children's chances of getting immunized are therefore increase then chances several female literacy rate correlates with lower fertility and infant mortality rates. Education empowers women it increase women's status in the community and leads to greater input into family and community decision making . Perhaps more importantly, education provides girls with a basic knowledge of their right as individuals and citizens. Mahila Samakhya Programme is direct outcome of the commitment affirmative action in support of women's education mandated in the National policy on education. This programme gives emphasis on community participation and collective mobilization of women in order to change their own lives.

-.-, ROLE

20. NAIK (chitra) , Women's education. university news.30,4;1992. Jan ,24; 13-5

In this article the perceptions on women's role and women's education may be called to sides of the same coin. The educational commodity that we offer and its buger are intrinsically related. If we can clearly perceive and byre, the perception of commodity become clear. The buyer the learner is certainly the central point . A movement for socio- economic justice to women included their education, as education could be an instrument for changing women's status. The status of women's in the society around him was no better than that of bonded labour. Child marriage, ill treatment of widows, back breaking domestic work uncontrolled child bearing, physical and mental torture: This was the lot of most women. This condition of women

was so common that in practically all strata of society Indian legislation has given Indian women a fair degree of facility for participation in education in civic and political life and economic activities of all types.

21.-,SINGH (Tarlok). Literacy in women's development. Indian journal of adult education. 57,2; 1996, Apr-June ;16-20

The article shows that the women's literacy and past literacy and continuing education, including importing of vocational skills and income generating capacities one an integral part of the processes of locally planned socio economic development. They are essential means for such development, At the same time the development in view should enrich and guide the detail of action by way of literacy post literacy and continuing education and training. Here social scientists can help, but they have first to go the grassroots and learn from the people then will be better able to render practical help through there capacity for analysis and ability to integrate different complementary strands of aspiration and action.

22. -, SUNDARARAJ (Farneis) . Education and women's empowerment. university news. 36,14; 1998, Apr ;13-4.

The article discusses the education has empowered women. They compete better perform more efficiently and secure values and traditions more carefully than their male counterparts. We celebrate the golden jubilee of our independence, the sin

of drifting with the current , can not help to meet the challenges ahead of educated women in our country the must woke up for the world has opened its doors for them to enter. The influence of educated women upon the a totality of life on the glob will be felt soon. Education has empowered women. Among women of today are political leader prime ministers. creative artist, critics scientists. medical gaints forcing policy promoters, technologists, business manager, space scientists and social workers unparalleled among men, pedagogues and magnates in a hundred other fields. Most such distinction have been achieved by our own educated women.

-, -, TAMIL NADU

23. SWAMINATHAN (Padmini) . Women's education in colonial Tamil Nadu 1900-1930 : The coalescence of patriarchy and colonialism. Indian Journal of Gender Studies , 5,1; 1999, Jan - June ; 21-42.

The article discusses that the approaches to women's education are that they are generally passed as one of access to education assuming in the process that school are neutral institutions that make no distinction between boys and girls. The expand of women's education has brought women into the public sphere but on equal terms. They are subordinated within the public sphere through say , differential and / or diluted quality of the education imported and through the emphasis on a particular kinds of socialization message include in the courses taught to them. The increase in the number of girls attaining school led to an increases in the demand for women teachers, however, the opening up of teaching as a profession for women.

-, SOCIETY and CULTURAL CHANGES

24 BHATIA (Kavita). Education Gender role. Social action 44,2 1994, April-June ; 52-5

In this paper the sphere of female education too, factors of cast, with class, religion and nationalism intermingled to serve as a major means of creating gender dichotomies and roles . Female education, lives normative literature, had to help achieve cultural superiority over various groups of women. Education was one of the aspects of the varied social and cultural process which converged in the 19th century to help in reconstituting patriarchal practices which have determined and continue to determine the consciousness of women well into the present. All through the 19th century a constant reshaping of the image of India , womanhood was carried out depending on and interrelated to the compulsions of colonialists , Orientalists, Nationalists and social reformers . this process as we saw started with the colonial construction of the " clitist Arya women" Arya samajists, upper caste women were the main focus in the course of female education. courses and curriculum were therefore structured to suit their needs and were aimed neither at widening the intellectual horizon of women nor at employment but the creation of a modernized educated house wife.

-, SOCIAL CHANGES , Impact of

25. GHOSH (A.K) . Growth of female literacy in India. University news. 31,45; 1993, Nov 8 ; 10-12.

The article shows the female literacy will not only lead to the much needed change in the status of women, but will also act as a powerful agent of social change that we need at this juncture. However if not to be rapturous, it is heartening to note that the total literacy rate in 1991 is 52.11 percent with female literacy level of 39.42 percent and male literacy level of 63.80 percent. The national literacy mission in doing a commendable job by launching literacy campaigns in several districts of the country. through these campaigns, it is imperative that women should particularly benefit from literacy especially for the female and the general educational standard, indicates the level of social development of nation

-, -, MEDIA , ROLE

26. VERMA (Jyoti). Women education ; a media of social change social change . 19, 2 ; 1989, June ; 18-23.

The article discusses the realizing that there were important links between the situation of different groups of Indian women, and the strategies that needed to be adopted to promote their status, role in development and subsequently social change. one has to think of proper ways in which women's education can be utilized as a media of social change. for the lot education at privileged it is absorbed, has to become a means for shaking of inhibitions and the strength rejecting a dysfunctional and

psychologically disaffiliating psyche it has to become a media of social change . It is suggested that highly educated women, education can help advocate the right choices for moving ahead in life.

-. SOCIAL STATUS

27. ISRANEY (SM). Status of women in the academic world : Indian context. University news 37.23; 1989, June, 5 ; 11 - 4 .

Discussions on the status of women in the academic field have become important and just about as popular with predominantly male faculties and administrations. In this paper, author discussed two crucial points in a woman's academic career. The transition from post graduate to a faculty member and from a faculty member to a department head, important transitions for both women and men in the academic world ; but they present peculiar difficulties for women . The most important single observation about women in the academic world is that their numbers decrease dramatically as the importance of the post increases the status of women in academic reflects society's expectation of women they are young women are likely to have status comparable to men of their age but with advancing years. men move to positions of higher status and women remain behind at lower echelons of academic.

-. WORKSHOP, S.D. COLLEGE MUZAFFAR NAGAR

28. WORKSHOP ON women's education. university news . 28. 32 ;1991 Aug. ;16 -7 .

In this article women's studies and development cell, S.D. College, Muzaffanagar, organized an educational development plan for girls and women on

19th and 20th July 1990. It is emphasis the education was the basic prerequisite for the advancement of a nation and the society. Education of girls and women was very essential education is that weapon which cut out the evils of ill literacy broadened the people of increased their knowledge and equality. Emphasis was also laid on vocationalisation of education for girls as education can bring the necessary change in value orientation commensurate with the status of women in India . Through the curriculum of languages , social sciences, pure and applied sciences, humanities and fine arts scientific temper can be cultivated.

-, HIGHER EDUCATION, AVINASHILINGAM INSTITUTE, ROLE

29.DEVADAS (RAJAMMAL P) . Avinashilingam Institute for home science and higher education for women. New Frontiers in Education 23,3 ; 1993, July ; 327 - 37.

The Avinashilingam Home science college under the autonomous status introduced the three major pattern for under graduate courses which was widely adopted by many universities in other state in India and which was advantageous to students for appearing for competitive examinations and for admission to post graduate courses but when the status of autonomy came for renewal after five year ; the state government insisted that all the staff be appointed by only through the employment exchange. The talent brilliant persons got appointment directly in industrial and business establishment ; the Avinashilingam institute for home science and higher education have been enjoying all these privileges and freedom after becoming the Deemed University.

-.-, CASE STUDY, UJJAIN

30. SAXENA (Sandhya) . Higher Education for women : A case study of vikram University of , ujjain university news. 34, 4 : 1996, Jan ; 10 -11.

The article shows that the role of women in a society is very important. All of us are aware that women's education is the key to a better life in the future. A recent world bank study says that educating girls is not a charity it is good economic and if developing nation are to abolish poverty. they are to educate the girls . Today the role of women has changed dramatically. A women perceives herself to be productive and constructive unit of national development. In 1958 national committee on women's education under the chairmanship of Mrs Durgabai Deshmukh the committee on status of women stated that "In the progressive society of tomorrow, life should be a joint venture of men and women's men should share the responsibilities of home and women in turn should share the social and economic responsibilities of men. A graphical representation is also presented in this article.

-.-, COLLEGES and UNIVERSITIES , role of

31. PAPA (B REGINA) . Setting up the faculty of women's studies at the post graduate level in universities. University news. 32,10 ; 1994, Mar. 7; 1-5 .

The article discusses that the women's studies in India has moved from were research concentration in mid seventies to a new set of professional commitments like teaching, research and outreach from its modest start as a research centre in SNDT

women university in 1974. followed by the several women studies centre are established starting of faculty in the manifestation of women's study as a structure of knowledge on its way to acquire a paradigm stage. In toning up the women's studies course, the commission has a vital role to play it can initiative steps to include women's studies as subject for the competitive examinations like the Indian administrative service . foreign services etc. Besides the commission should prevail upon the universe to start postgraduate and undergraduate programmes in women's studies and to that end.

-, DEMOCRATISATION, ROLE

32.KHAJAPEER (M) . Democratization of higher education in India with special reference to weaker sections, minorities and women, journal of educational planning and administration, 10,2 ; 1996, Apr ; 143-52.

The paper traces the deprivation meted out the weaker sections, minorities and women in education in general in higher education in particular. The weaker section include the Scs and the STs and the backward communities. The paper hails the provisions for the education of the above sections as they re given in our constitution, but point out the prevailing gap that exists between the percept and practice in respect of the higher education of there sections. Quoting several sources , the paper highlights the so out faults in the enrolments of these groups as compared to their population percentages and also enumerates the probable courses for these shortfalls.

The arguments in the paper are based on the principle of proportional representation of enrollment in higher education to these groups of courses endorsing the idea that higher education has to be selective in these groups top since more higher education for any section of society is neither possible nor desirable .

-, DEVELOPMENTS

33. HILL, (Maric somers) and RAGLAND (Joyce C). Women as educational leaders: Opening windows , pushing ceilings. Journal of educational planning and administration . 12, 3 ; 1998, July; 341-76.

There are time of change and challenge for women in educational institutions . As increasing number of women enter the higher education as teacher and as professional administrators the question of assuming leadership position with organization has become important. feminists and researchers have researched on the reason for their small number as educational leaders. They have to sought to understand the similarities that explain these differences in this quest several models have been developed that describe the differences researches exploring women's models of leadership have provided alternative perspective emphasizing the value of difference.

-,-. ECONOMIC DEVELOPMENT, PROCESS

34. MITTAL (LN) . Women and the educational development process university news 31,50. 1993. Dec, 13; 3-4.

This article has been emphasized at several forums that investment in the education of women & girls is the key to unlocking the doors of social and economic development of women . education is basic pre requisite for the advancement of a nation and society. It is not merely the GNP that determines the development of a society but the enlightened and awakened people with improved quality of life and equitable distribution of resources undoubtedly education has to play a very vital role in achieving such qualities for the people of a nation. In a developing country like India , one cannot think of achieving a socialist goal with one third of its population being literate. the existing nature of structures of education is not favoring women's interest and it has little relevance and practical value to women there for bringing nearly the half of population of the society i. e women to the national mainstream, it is highly desirable that a new dimension should be given to the educational policies and plans for girls and women

-,-. GLOBAL PROCESS

35. MOGHNI (A M S Abdul).Higher education in the global perspective. Radiance. 33.52; 1999, Jan 3-9.S

In this article the higher education is meant to prepare the citizens of any modern nation to live up to the mark set by the present global perspective, through

every nation or even citizen may have her as his own outlook upon life. Higher education is now largely a cultivation of material resource rather than the human resource. that is given only a lip service. so it is that our colleges and universities are generally producing machines and look rather than humans, that is men and women is conscience and character the profession of teaching it self has its grace learning as such has become only vocational. No ideal of life inspires those on the campus. it is high time deplorable decline of higher education was sought to be checked and the pristine glary of public instruction restrained, in a universal spirit of developing both intellect and character, simultaneously and equally.

-,GOVERNMENT role of

36. SWAMINATHAN (Padmini). Beginnings of higher education for women: Government initiatives. Indian journal of Gender studies. 6,1 ; 1999, Jan - June ; 33-8.

The intention of the government to open a separate college for women bought forth protests from the missionary educational council of south India , the provision of college education by government was expected to lead to a progressive increase in the number of Hindu women students. At another level , the government explicitly realized that college education would provide the opportunities desired by the increasing number of higher caste and wealthy Indian young women who under no necessity or derive to seek university distinction. The initial arrangement included the appearing

of a junior intermediate class followed by a senior intermediate class a year later. As regards for subject for instruction. The DPI suggested that in addition to compulsory subjects, the students of women's college could choose from among the arts comes only as their optional subject. Any attempt to take science subjects was considered impracticable owing to the absence of laboratories.

-, -HOME SCIENCE , PROSPECTIVES

37. KRISHNASWAMY (Saroja) and RAO (Meera). Women's perspective in home science education ; 21 st century's Need for rural development. University news 36,26; 1998, June ; 11-4.

In this article women in agriculture make up a substantial portion in Indian rural population. Their work force in activities of agricultural and allied fields in economics. There is no denying the fact that rural women have been contributing largely to the nation's economy which is mainly agriculture based introduction of courses in women studies both at U.G and P.G level is made with a view that there is an urgent need to develop among students, the women's perspective and the necessity to appreciate the role of women in agriculture and allied fields comes in women's studies help students to properly understand the rural women's roles responsibilities needs and problems reservation policy to increase admission of girls introduction of courses in women studies and creation of regional centre for advanced studies on women in agriculture in home science colleges can usher a new era in home science

education in 21st. century affording rural women better and meaningful services by both agriculture and home science professionals.

-, -, INSTITUTIONAL BARRIERS

38. ISRANEY (S M). Institutional Barriers to women students in Indian Higher education. University news, 27,32 ; 1983 Nov. 7 ; 10-12.

Higher education in India has undergone an unuprecedented growth over the past two decades. According ding to the UGC between 1950-51 and 1984-85. College enrollment has increased 18 fold from 1.7 lakh to 31.4 lakh. the share of women in their educational boom has been quite impressive. Enrolment of women students in universities and colleges increased by about 12 time between 1950-51 and 1973 7.4 this paper tries to explore the institutional an structural barriers to the entry of women into higher education and to their ability to persist there long enough to earn higher degree. by institutional barriers means those polices and practices in higher education which hinder women in their efforts to obtain advanced education, These barriers include practices pertaining to student admission financial aid student counseling, student service degree requirements and curriculum.

-, -, DEVELOPMENTS

39. INDIRESAN (Jaya). Do we need exclusive women's colleges?. University news.37,24 ; 1999, Junc ; 4 - 7.

The article discusses that the all over the world, the participation of women in higher education has grown significantly either through their enrolment in co-

educational institutions or through exclusive women's institutions. Through the concept of separate institutions for women is being questioned and challenged separate institutions do exist in several countries. India perhaps has the target system of women's institutions in the world . There has been a significant growth in the number of separate women's colleges from 647 in 1982 - 83 to 1070 in 1993-94. In addition, there are five exclusive universities for women. In this paper an attempt has been made to present the perceptions of a sample of principals, teachers and students of women's colleges. findings are based on an extensive study carried out by the author recently. Data were obtained from a sample of 127 women colleges representing government and private colleges located in different parts of the country.

-. , -, LOW, PROGRACESS

40. TRIPATHI (R S) . Access of female students to higher education in India. University news . 35 , 19 ; 1997 , 1997 , May ; 14 - 5 .

- The article discusses that the society cannot prosper without making women educated and empowered. The education of women influences, therefore , the property of the nation. There is an acute shortage of institutions of higher education for females in India. presently there are five women's universities in the country. There were 647 women's colleges in 1982 - 83 , which increased to 741 in 1985 - 86 , 824 in 1988 - 89 , 950 in 1991 - 92 and 1108 in 1994-95 . In the post independent period, the number of female students in higher education has immensely increased. According to the data available for 1994-95 , there are sixteen states and union territories where the percent

of female students in above 33. The facultywise classification of female students indicates that most female student (54.39 %) prefer art subject. The percentage in science and commerce and 20.09 and 14.09 respectively. A very little percentage is found in vocational subjects. The percentage of female students have been increasing in last decade in various sources of higher education.

-, - ,MUSLIM MODERNIZATION, ROLE , KASHMIR

41. NEHVI (B A) and LIDHOO (M L) . Educated muslim women in Kashmir : Their altitude towards traditions versus modernization. Journal of Higher Education . 17. 4 ; 1994, Autumn ; 589- 97.

The article shows that the valley of Kashmir, like other parts of the country represents a composite culture of Hindu, Muslim Matrix women out of moral either and humanistic value. The educated Muslim women in Kashmir continue to be traditional and conservation in their outlook towards social change, acceptance of science and technology and equal status of the women folk in the field of education. and career opportunities. further the investigation were also instructed to find out whether the educated muslim women in Kashmir feel that the backwardness among the women in kashmir in due to purdah system or more significantly due to lack of educational and social awareness on the one handed economic dependence on the

other. the literacy statistics of females in kashmir districts is srinagar 24.66 %. Anantnag 10.94 % , Barmulla 9.57 % Pulwama, 9.21 % Budgam 8.02 % and Kupwara 4.88 % (census 1981).

---, UNIVERSITIES, role of

42. NEHAL ZAHEER (Syed) . Muslim women's university. Young muslim 19,10 ; 1999, Feb. 42.

The first ever Islamic university for in India is proposed to be established in Raigad districts Borli pancha for in western Maharastra. This was disclosed by the president of the royal education society, which plans to start the health care and educational university, the society has already started muslim women's degree college, It also runs a high school and degree college which ever 2000 students receive quality education. Medium of instruction is English with equal emphasis on urdu , tralie and marathi the main objectives of this university to provide high quality of education in muslim, because muslim women are educationally backword all over the country⁴⁴.

---, PART TIME STUDY

43. MACGREGOR (JANET) and HILL (Yvonne) .Support systems for women in part time study. Journal of furthe and higher education , 22,2; 1998, June ; 143 - 49.

The article discusses the enrolled nurses entering higher education are increasing the complexity of their lives and their results in a need to lean more heavily on a variety of support system most of there part time students are women's who have to judge home work and study in a social milieu that still expect them to be private to

family life . Family life how ever both supportive and restrictive in its effect on these women attempting to better themselves in a changing world of work. Friends and colleagues also provide both a stabilizing yet challenging force to their progress throughout their course. The peer group seems to be the most crucial factor in that it maintains momentum . This group gives emotional and practical help throughout the ups and down of studying in a formal educational setting. Interestingly, the choice of teachers for these women appears to be critical.

4. POLICY , ANALYSIS , GUJARAT

44. SHAH (K R). Analysis of the policy of free higher education for women in Gujrat. Journal of educational planning and administration, 8,2 ; 1994 , April ; 199 - 202.

In this article the policy of free higher education for women in Gujarat is now a decade old. Its evaluation is in order for a number of reasons. Ten year period is sufficiently a long period for evaluating a policy that has a bearing on the finances of the state. The present financial position of the Gujrat state is none too happy. Free higher education for girls at least seems to have served the objective of gender equality for example the number of women per 100 men students in universities and colleges was 53 in Gujrat in 1988 -89 which was higher than 46 for the country as a whole. In

the M .S university of Baroda the corresponding number which was 37 in 1981 - 82 rose to 74 in 1991-92. The enrolment of girls student as proportion of total enrolment went up to 42.4 percent in 1991-92 from 26.8 percent in 1981-82. Free higher education for girls is a blanked subsidy to all sections of girls students regardless of their socio economic status.

-, POLYTECHNIC, GHOSIA role of

45. MAQBOOL AHMAD SIRAJ. Ghosia polytechinc for women excellent faciality, few users. Islamic voice, 12-10 , 142 ; 1988, Oct ; 9.

The Ghosia polytechnic for women must be the only institution meant for importing technical skills to Muslim girls to getter with offering a secure and Islamic atmosphere in southern with Karnataka, But looking at the small representation of Muslim girls , only 20% it appeared that the community had been unable to make optimum use of the excellent facilities this is despite the best effort by the polytechnic to encourage the muslim girls to take up technical education which has a readily made scope in an expanding metropolis. Ghosia polytechnic grievance aganist muslim and inadequate users of the excellent facility seems to be justified perhaps the muslim of Bangalore would need to set up much better boys and girls schools in order to have more feeder institutions for professional institution like the Ghosia group of colleges and polytechnic.

-, ROLE

46. DESAI (Ketan). Higher Education & development. University news 37 . 1 : 1999.
Jun. ; 15-6 .

The article discusses our present system of higher education has indeed made significant contribution to the development of our country since independence. The most spectacular element of the system has been the building up of a large and highly trained pool of scientific and technical manpower which has helped the country to modernize and strengthen its industrial base achieve self sufficiency in agricultural productive, improve health care, in enhance irrigation and power potential and take grate strides in the field of nuclear sciences , satellite communication , and oil exploration higher education has also spread reasonably amongst women in rural areas and also amongst weaker section of the society It has also made significant contribution to the strengthening of democracy and to the more efficient administration this vast and complex society, It has promoted Indian languages and helped the growth of several social political and economic forces which have enriched the quality of our national life.

---,

47. Patel (Il a) . Gender gap in higher education. Journal of educational planning and administration, 10, 2 ; 1996, April ;214-16

Women's participation in higher educational system has improved around the world in the past war era yet nowhere do women and men share power and privilege equally in the academic world. Women in academic still experience lower ranks.

salaries and status than their male colleagues. The proportions of female students enrolled in higher education have increased in most countries selected for the study. Women as faculty are particularly interested in higher education as they have the potential to play a critical role in influencing the form and content of knowledge. And in shaping the mind of future generation of young women and men. They can also serve as role model for female students. The proportion of female faculty ranged from 11 percent in Iran to 37 percent in Poland. Although the proportion of female literacy is positively related to the proportion of women having high rank, in general women are concentrated in lower academic ranks. The overall tendency in most countries is for women to predominate, both as students and faculty, in social sciences, humanities and education.

48. PILLAI (J.K) . Empowering women in India: New roles for education. University news. 28,47; 1990, Nov. 19; 1-3.

The most noteworthy feature of ancient Indian education is the education of women. Women were given equal rights with men in all walks of life, including education. All over the world the movement for improving women's status has always emphasized education as the most significant instrument for social change. The social reformers of the 19th century tried to use education more to ameliorate the position of

women socially. they were able to awaken enforced widowhood dowry system etc. During the present century the country has spectacular progression promoting the interest of women Empowerment is an active , multi dimensional process which should enable women to realize their full identity and powers in all shares of life. Education was for long dissociated from the idea of nation building. It was viewed as a process for infusing piety during ancient period. It was then seen as a cultural process to transmit the accumulated wealth of knowledge, to impart classical value and to build character of the individual.

~*~*~

49. I ALESRA (Hemlata) . Quality in higher education among women Education in Asia . 14. 1 ; 1994, Jan - March ; 23-5.

This article discusses the higher education among women has gained a wider role and responsibility all over the world education for women has suffered a lot during the last several centuries. The standard of women's education in India has been closely related to the status that society has accorded to them. This paper makes an attempt to analyze the quality in higher education among women's strategies adopted in different parts of India to overcome some of the constraints and suggests some alternatives strategies which can be adopted to quality higher education for women. the British's introduced higher education for women, were more oriented to bring western ideology technology to our country than to promote the indigenous skills of the people.

50-,-, SCIENCE and TECHNOLOGY role of

Raju (K.A.). Science and Technology for women: Occupational health and water management. Journal of rural development. 17.3 : 1998, July - Sept : 593-96

In this article discusses that over the last decade several projects under the scheme were formulated and application of science and technology in improving the living conditions of women was administered. Under this a study of state of the art was prepared to identify and provide informations on women, their occupation in India, occupational health problems faced by the women and to list priorities for research and development, the work process and work environment of women, appears to have been given low priority. For example in agriculture among other things, the women do important work like planting of seedlings removing of weeds as also many other past harvest operations which involve such physical pastures that may lead to deformations and disabilities.

51 -,-,-, role of

RIZWANA (A). Science and technology for women: Some experiences in Green forming practices and cover management. Journal of Rural development. 17.3 ; 1998. July- Sept; 588-92.

In this article women are said to be classes to natural and since science too explores the nature, its mysteries and potentials , the two should logically be compatible with each other. But in a country whose 61.1 percent female population is

illiterate and 78 percent lives in rural areas, bringing science and technology closer to them is a herculean yet commendable task. Science and technology for women with the objective of promoting research development and adaptation of technology, improve the life and working conditions of women. Specially in rural areas; and to increase the *contribution of women to science and technology*.

52 -, -, -, impact of

PATTNAIK (Satya Narayana) and BEDI (Daljit Singh). Indian Women In Science. Yojana. 41,7;1997, July ; 11.4.

The article shows the women's active participation in science in India is a past independent phenomenon. The importance given to women's involvement in science is basically for two basic reasons. First is their own liberation and enlightenment about their role in the development of society. The second reason may be their special role as subsistence producers, health care specialists in maternal and child care, in child birth, in food processing in basic crafts etc. The advancement in science and technology for modernization and industrialization of Indian society and economic, concentrated highly on women participation in the development process characterized by expansion and diversification and higher level science and technical education, including growth of Medical, Agriculture and Engineering educational institutions in India. the enrolment of women in higher science and technical education on an average increased by 9.8 percent per year.

53 -, SCIENCE, ROLE

WARNER (Lesley) and JUDITH (Wooller). Science education and women staff and educational Development International. 3,L;1999, May; 34-40

Affirmative action policies raised awareness of how woman had been disadvantaged with workplace ; feminist scholars revealed how women and women's issues have been ignored by science. This paper touches on how despite changes within education, the culture of science and universities has changed while there have been major changes in the mode delivery for science, this change has done nothing to enhance women's position within their discipline . Although universities have introduced courses to give women access to the non traditional areas of science and technology. The fact that the basic culture of universities has not changed in their areas defeats the purpose of the bridging courses. More work needs to be done at university level in order to increase number of women entering science and technology and to make these disciplines more equitable for women.

54. -, HIGHER VOCATIONAL EDUCATION

PRADHAN (Nityananda). Vocational Interest of Higher Secondary girl students in relation to their stream of study. Educational Review. 104;3;1998. March; 54.5.

The present study was undertaken to make a comparative analysis of vocational interest on higher education secondary girls students studying in 3 different streams. Viz. Arts , Science and commerce. Study of vocational interest among students is an

interesting area of research in vocational. This is of value for educational planners, curriculum designers, career guidance, personal and educational administration. Vocational interest influences vocational maturity and vocational choices in later life which in turn effect job satisfaction and optimization of job performance. Vocational interest of adolescents is influenced by the factors such as place of residence, parental income, socio-economic status, tribal notable difference etc.

-, MEDIA ,ROLE

55. MEHTA (Neepta). Media : Blessing for the literacy mission. Social Welfare. 43.6;1996, September; 16-6.

The article shows the literacy in an indispensable component of human resource development. It is the only answer to strengthen the democracy of a country. Literacy helps to improve the quality of life of people. It is necessary to think of alternatives so as to promote literacy overcoming all physical, institutional and personal reasons. With the event of the era of information technology, the sound made no longer isolated works. This is due to the tremendous extension in the communication infrastructure in the country. The printed text with words and pictures communicate the message through the sense of sight only. Radio, on the other hand is one of the message through the sense of sound only. But films, Video, Television and the traditional folk media combine both the visual and auditory characteristics. Thus with communication technology resounding in the environment, information and education are not the

monopoly of those who can read, write or have the means to attend institutions at specified places during specified time.

-, MUSLIM, EDUCATION, BACKWARDNESS

56. ABDULLAH(Hajja Khamarunnisa). Educational backwardness of muslim women, causes and remedies. Radiance 52,10; 1995, 9-15 ; Feb.; 39-41.

This article suggest that the modern muslim women are the target of attack, remark and advice of the politicians, there out burst are the outcome of an backwardness of education. The Indian muslin women are educationally backward. Findings of all Indian education survey conducted by Hamdard Education Society, Delhi released that 19% of Muslim women are literate where as the national literacy rate of women is 39%. The low rate of female literacy in the community is attributed to the following reasons.

(1) extreme form of purdah system (11)economic poverty(111)no separate hostel for girls (1V)early marriage (V)no job opportunities for educated girls (V1)the final of education imported in great scholar.

57.SHERVANI(Nusrat).Struggle for cnlightenment. Nation and the World 3,108;1996.April 1;35,50.

The article discusses the educational backwardness of muslims ,well-wishers and experts are busy holding conventions and seminars on muslim education .How

ever, only a couple of decades ago .hardly any one was aware of the extent of muslim educational backwardness. Nearly 20 years ago, we collect result from muslim girls intermediate colleges for girls located in fourteen cities .1019 muslim girls had appeared for the 1976 intermediate ,on the other hand from eleven of there seventeen colleges .363 non muslim girls had appeared for the same examination and 244 or 67percent had passed. in there own colleges, the pass percentage of muslim girls was lower then their non muslim classmates. on the face of it the difference between 67percent and 59 percent is not all that great. however, the fact that eight non muslim had got first division ,which comes to 2.2percent on twenty two per thousand, shows the difference mare clearly .the proportion of first division among non muslim girls was twenty two times higher than among muslim girls .

- , - , FACTORS

59. MASARRAT (A.Q) Factors responsible for backwordness of muslim women in education Educational Ladder , 16 ; 1995 , Jan ; 19-21

In this article it is very clean that muslim women are for behind there counter part in the field of education. The process of learning and acquiring knowledge and skill involves a number of situations which may pase problems for girls receving education the problems can be groped as; economic , social cultural and psychological gencrally muslim females do not earn money . It is rsponsibility of males the parent also think that the girls will go away they are moved poverty is an other factor that denies education to girls illiterate parents do not see any advantage in scnding there

daughters to school co-education is another system hindrance for muslim girls willing to go to school parents marry their daughters when they are schooling or are in the colleges, the girls education remains incomplete.

-,-,- EMPLOYMENT, ROLE KERALA

60.QAMARUNNISA ANWAR. Muslim women of Kerala : Education and employment strategy . Radiance 32 , 10 ; 1997 , 9 -15 Feb. ; 52 -3

The state of Kerala compared to other states in India is in the fore front education. Here also Muslim were backward . Muslim were reluctant to send their children even to educational institutions right in front of their deviling . The orthodox muslim religious borders and their fat was muslim girls should not be sent to schools and collage for education also left the community backward . Muslim women of northern districts of Kerala like Kunnar, Kasaragood wynad are backward educationally and socially even now. Driven by blind faith and beliefs muslim women in place go after witchcraft of begms healing potential like urs mantras. Eighty five percent muslim girls students in kerala state constitute 85 % medical graduates and boys account for 14 .7 % among the muslim graduates .Muslim girls students in engineering colleges 61 .34 % the percentage of agriculture colleges is 6.89 %

-,-,- Impact of

61. KULDIP KAUR (Kuldip) . Muslim women in India : Education and its Impact . Educational review .103, 4 ; 1997 , April ; 61 - 3,

The article discusses the education can improve the over all status of women . education not only equips women with knowledge and expertise , but enables them to raise them position in family and society . The educational status of women differs in different communities according to their environmental conditions . In Indian context the educational status of muslim women is quite low . The main purpose of the paper is to examine the share of education in raising the status of women in uttar pradesh It also investigtes , the reasons for the educational backwardness of muslim women in India

- , - , - , INSTITUTIONS

62. RUBY NISHAT Muslim educational institutions for women's education in Tamil Nadu . Radiance 32 , 10 ; 1997 , 9 - 15 Feb. ; 48

The article shows the muslims are educationally backward and consequently economically backward is an indisputable and hence an undisputed fact many muslim organization in Tamil Nadu have sponesponereed and are running educational institutions are for male students ; a few are co-educational and almost all of theme are academic . There are two colleges, 12 higher secondary school , there high schools. and five elementary schools, two middle schools for muslim girls. As regards professional institutions, there is only one industrial training institutec for muslim girls.

- .- .- , MASS-MEDIA , ROLE

63. MISTRY (Malika B) Indian muslim women : Levels of education and exposure to mass media . Islamic voice 13 - 03, 135 ; 1998, March ; 7.

Education and media exposure are two important yard sticks to gauge a community's socio-economic status as well as etc. Capacity to absorb modern ways and concepts the latest data on the two comes from the national family health survey was conducted by Indian health ministry and international institution for population sciences, Bombay . A study of data reveals that for India as a whole 66 % of muslim women are illiterate . Haryana can be described as the state with universal illiteracy among muslim women in India i.e 98 % Kerala is on the other end with the lowest illiteracy among muslim women . Tamil Nadu is the next best . In the backward state of U.P. Bihar and Rajasthan than 85 to 88 % of Muslim women are illiterate Assam the state with the highest percentage of muslim population 74 % women are illiterate with regard to the high school complete , the muslim women are two times behind the Hindu women.

- .- ,- , PROBLEMS

64. SIDDIQI (Rashida R) Educational backwardness of muslim women need for community support Islam and the modern age . 30, 3 ; 1999. August; 244 - 50.

The article shows the prosperity of a nation requires balanced educational development of all section of society . No nation can March forward towards the goal

of development if some sections of society are logging behind in the area of education. In India in spite of constitutional and legal safeguards for equal educational opportunities growth in the literacy rate has not been uniform. The differences in the literacy rate are quite visible with respect to the casts, class and community and sex. Women are being discriminated against socially, economically, educationally and politically. Women are denied equal opportunities of education. The position of India Muslims in general and Muslim women in particular is even worse. Muslims are far below the national average in literacy rate. The literacy rate among Muslim males was 10 percent and among females it was only 0.5 percent in 1981. All these studies show that the literacy rate of Muslim women is far behind than their female counterparts in the country. The impact of various programmes in five decades has brought some improvement in the educational level of women yet it is not up to mark and the position of Muslim women is even worse.

65. ZAFIR (DEEBA) Educational problem of muslim, New age weekly 44, 13 ; 1996 , 31 Mar. -6 April ; 3.

The literacy rate figures cited were based on a report by Syed Hamid chairman of the group of minorities education and there helped to explain to a considerable extent the backwardness of India Muslims. The literacy rate among Muslim women is 19 % the relatively more advanced areas of Uttar Pradesh , Delhi Rajasthan, Haryana and Tamil Nadu , Religious orthodoxy the rigours of the purdah system

economic reason as well as a sense of insecurity deeply embedded in the muslim psyche were some of the causes attribute to the low literacy rate, It was pointed out that a campaign against female literacy would require socio economic programs and ensuring the girl child's education would lead to overall upliftment.

- , - , PROSPECTS, RAJASTHAN

66. MUMDOOHA MAJID , Muslim women in Rajasthan : In education at perspective . Rediance 32, 10 ; 1997 , 9 - 15 Feb. ; 59 -6.

This article deal the educational condition of muslim women's in Rajasthan , it is rather deplorable women student about one forth of all the enrolments in bachelor courses illiteracy among the females is about three times higher than that of male . the participation of girls student is much less than in higher education than that of male the expenditure on education , coaching and transport for muslim students , particularly for female is alarmingly less this may cause failure of the student and the number of drop - outs increase . what ever participation the muslim women in Rajasthan have in education higher education , economic activities for the family service and social services it is very major and worth contemplating for the march to words progress moreover , unavailability of educational institutions / schools with in the limited distance and lack of transport facility are obstacles in the way of female education.

- . - . - , ROLE

67. MASARRAT (A Q) Education of muslim women educational under 14 ;
1995 , Jan 10 ; 17 - 21.

47 year have passed after independence , Many incentives have been given to women . Many initiative have been taken by the govt but there has not been much progress in women literacy. The education of women in Islam . I would like to present the picture Islam present regarding education , Islam has laid greater stress on the acquisition of knowlege . Islam has made education compulsory to every muslim man and muslim women . there are traditions (Hadith) of prophet to his effect, Unfortunalely Muslims developed from the religions injuctions resulting in large scale literacy among muslims specially in muslim women . As per the national policy on education 1986 govt. has accepted that the muslim community is educationally backward . The process of learning and acquiring knowledge and skill involves a number of situations which may pose problems for girls receiving educ the problem can be grouped as : Economic , social cultural and psychological.

68. MEHDI HUSAIN (Syed) Muslim women and higher education. Islamic perspective 8, 2 ; 1992 , July - Dec. ;72-88.

The article discusses the Islam is perhaps the first religion which has given greater significant to learning a number of verses from the Holy Quran and the traditions of the prophet Mohammed emphasize the acquiring of knowledge by muslims whither male or female unfortunalely muslim diviated from there religious

injustices, resulting in a tremendous gap between men and women with respect to knowledge the position of muslim women in higher education is very poor. A sample of 100 muslim girls who were studying different courses in the different colleges in Haderabad has been drawn mainly from famous women's colleges run by two main types of management i.e govt. and voluntary bodies muslim at the college level prefer to learn arabic and urdu as a second language which reflects their urge to promote and maintain their cultural identity faculty distribution of the sample has revealed that muslim women prefer to study arts and social sciences which is in consonance with universal trends among women folk.

69. PASHA (S N) Education of muslim women, Azad academic Journal 13 8 ; 1997 August ; 37 - 9 .

The tradition of women's education among muslim is as old as their religious Islam itself because it is a religious necessity with the followers of Islam . Muslim parents send their daughters to school now a days some do so from economic motive finding a good job female education should be so devised that it should fit a women for her higher function of building a better humanity . It is all the more urgent especially for the education of muslim women most of educational institutions run by muslim in our country barring a few noble and fortunate exceptions have become stagnant pools of learning because muslim students there not being properly educated

they are not being taught what Islam wants than to learn and they are not being taught in the Islamic manner.

- , - , - , ANDHRA PRADESH

70. MEHDI HUSAIN (Syed) Muslim women education in Andhra Pradesh. Islamic perspective. 8,2 ; 1992 July - Dec.

This article shows that with respect to women's education AP is one of the backward states in India. In view of this it will be useful to trace the provisions for female education in Andhra Pradesh. Out of 29,294 schools at all levels in AP there are only 789 girls' schools. In these schools there are 71,29,024 students of which 39.69 percent are girls. Thus the higher level of education, lesser the female representation. This has been attributed to domestic responsibilities of women, early marriages and the hesitation of parents to send their daughters to school. There are 30.9 students in different professional colleges spread over the state of whom 15.59% are women. Physical education, law and engineering are the areas where percentages of women students are negligible.

- , - , - , UTTAR PRADESH

71. ZAINAB RAHMAN. Muslim women and education Uttar Pradesh perspectives. Radiance. 32, 10: 1997, 9-15 Feb.; 49.

This article shows that the people of UP are very politically conscious though they are not highly literate. The literacy rate in U.P is 41.60% much lower than the national rate of 52.11. The female literacy rate is dismal 25.31%. Considering that

muslim women in general are educationally backward, we assume that literacy rate among them must be lower 25.31%.

-, NATIONAL DEVELOPMENT ,ROLE

72. CHATTEFJI (Angana). Women in search of human equality. Social Action. 40,1 ; 1990, Jan- March : 46-55.

The constitution which is expected to be the ultimate guarantor of democracy confers as inalienable the right to equality on both sex . After four decades of democracy despite the minority sustained women's movements , Indian are still unequal member of the human community. A women was conditioned to be an incidental being except perhaps at childbirth provided the child was a son. Even in family religions and social gatherings here was the back seat. To day these norms have changed life holds a new meaning , values a new perspective but the infrastructure required to realized them is absent. This paper attempts to situate women in the present context of national development to access their condition since the international women's decades. It is thus an attempt to understand recent changes in their status and study the link between economic progress and the class to which the women belongs for studies have indicated that there is a close connection between the two.

73. CHUDHURI (Maitrayee) . New cultural image of women and the nation. Social Action . 48.3 ; 1998, July - Sept. ; 249 - 51.

In the rhetoric of the modern nation, the image of women have always been central women have been the purveyors of India's. Included in tradition enlightened in modern values she is the pillar of strength for her family, her community and nation as cultural representatives of the nation in the new global order remains what changes is the representation of the cultural it self. Both miss universe and miss world were hailed as the cultural ambassadors of the nation. They met the nations president and the prime minister their return to the nation hereldded with pomp and splendour.

74. FRANK (B. R) . Women and development . Journal of rural development . 18.1 ; 1999, Jan . March ; 4 - 10.

In most societies worldwide, throughout most of their lives and in most settings. women have fewer opportunities than men to gain education an to become economically self sufficient there statistics on poverty and illiteracy reflect discriminations in inheritance and land ownership laws employment and development policies resource allocation and the traditional division of labour discrimination varies depending on country culture class and locate , but in general women are considered inferior and are treated ad such. social and economic condition in the developing region of the world are changing rapidly as a result of the worldwide multi sectional development process . Development impact on women and men differently and the past

few decades of development in many cases has had negative impacts on a large proportion of women rural women in particular. .

75. FULLER (BRUCE) and SNYDER (conrad w) . When girls learn more then boys : The influence of time in school and pedagogy in Bostswana. Comparative education review . 38.3; 1994 , Aug ; 347 - 76 .

Girls often outperform boys in language and reading achievement the recent study of reading skill by the international association for the evaluation of education achievement (I E A) revealed that female peoples at the joiner secondary levels demonstrated higher proficiencies in 28 of 31 countries . Although the issue of why girls lag behind boys in math achievement has attracted much attention we are intersted instead in how school and family factors influence young females widespread advantage in acquiring literacy and reducing skills we focus on their empirical question in the context of Bostswana's junior secondary schools.

76. GROVER (Indu). Effective Transfer of household technology to rural women clientele through action research and experimental learning approach . Indian Journal of Adult Education . 55,3 ; 1994 , July - Sept. 48-55.

In this article the development is a process which implies a standard a continuum . and a comparison involving certain observable parameters as educatedness, income viability social visibility life expectancy infant morality , sex ratio. health and nutritional ~~status~~ legal awareness political participation and improved

standard of living etc. The fact that a large majority of women in India reside in rural areas are engaged in agriculture and their life is characterized by drudgery hard work and inadequate basic facilities needs no emphasis. Most rural homes have very limited exposure to scientific and technological information and meager equipment, with a result that most household work continues to be performed by rural homemakers in a traditional manner is time and every consuming, scientific and technological changes in the household are as important as any other field and hence there is need to strengthen both research and transfer of technology dissemination efforts in this direction.

77. KARAT (Brinda). Multiple struggles of women. Frontline 14.19 ; 1997. Sept - Oct : 89-91.

The most significant contribution of the women's movement to the global struggle for equality is the consciousness that all struggles for liberation are indivisible. The Indian women's movement was born in the crucible of the freedom struggle. From the outset therefore our movement transcended a limited gender framework, unlike other women's movements particularly contemporary women's liberation struggles in the west which found their principle purpose as addressing relationship between women and men in the public and private spheres. The All India women's congress (AIWC) was the first all India women's organization. Its charter explicitly identified the organization with the mainstream struggle for national freedom. The multiple

struggles of women . in relation to national development, in relation to politics and in relation to there own families and lives . shaped the Indian women's movement after independence.

78. KHWAJA (RC) and CHANDRA (Shanta Kohli). Women in the government : Dual role causes stress. social use fore 46,2 ; 1999. May ; 12-6.

The article discusses the women make half the population and one third of the labour force in India's National economy although the current methods measuring labour force after do not include them while calculating labour participation . At present the majority of women work in the unorganized sector but gradually with better educational and professional opportunities they are entering into the organized sector in large numbers. Government jobs attract more women's than private jobs because they have to responsibility , security & fixed hours of works. women have a dual role to play, when they take up job. In the Govt. women are working at various levels although majority of them hold lower jobs . women in the lower cadre jobs face stress arising out of traveling working at the higher level face stress because of time constraints for their house hole responsibilities.

79. KUNWAR (Neelma) and SADHANA . Forestry : role of women. Environment and people . 6,3 ; 1999 , Aug. ; 32, 4 .

Women are major actors in the forestry sector throughout the developing world. The most widely recognized is that women are the primary collector of fuel and fodder for home consumption and for sale to urban markets. This alone gives women a major role in the management and conservation of their depletable forest resources until recently. Recognition of women's involvement active and passive in the developing countries forestry crisis has been incomplete and skewed. The importance of other forest products to women and the very active role that women play in forest resources management have remained largely unrecognized and unspecified. Women's role in forestry in developing countries is diverse and women take active role in a variety of non politicized instances.

80. MATHEW (George) . Women in public life . Social welfare 44, 5-6; 1997 Aug. - Sept.; 23-5.

In our country women's role in public life has been limited throughout history. However during the national movement . Gandhi ji could bring to the fore a few women and they played an important role in awaking the social conscience to the vital role women can play in the development of society and national upliftment. But the initiative for women's participation in public life during the national movement did not gather momentum in the post independence period in India after the panchayats were established following the Balwantri Mehta Committee report in 1956 there was a provision to nominate one or two women representative in most of the state panchayati

raj act .It neither made an impact nor created a conducive atmosphere for women's participation in public life

81. NAGARAJAN (N) . Women's status and role in population education . Indian journal of Adult education. 53, 2; 1992 , April - June ; 49-53.

This article suggested the development of a nation cannot only be measured through the technological and materialistic advances, but through the quality of life of the people live women are partners in development and have played crucial role in social reforms economic development and also in the political process. Understanding the significance and the importance of the women's role in the development process Govt. of India have introduced various welfare and development programmes to improve the living conditions of women and provide for equal rights and privileges for women and men education is one of the crucial factors for determining the status of women in society. Promoting selfcare and self reliance among individual families and communities studies have shown that educated women upto university level have average of only two children compared to illiterate women who have an average of six children.

82. NAGARAJAN (N) .Eco. technological interventions for farm women. Social welfare 45 , 1 ; 1998 , April ; 14 - 7.

In this article achievement of sustained and equitable development remains the greatest challenge that forces man kind today. Currnt frame work of national development recognizes womens as a unique power unit and a potential resources

for the all round development of society despite the awareness of role women play at home an farm an any worksite , there is a tendency to adopt a casual approach towards women work resulting in an indifference towards improving or modernizing there skills. Extension education and training provided to farm and non farm sectors for instance in rural areas completely ignore women the same holds true for agriculture technologies for the small farmes which essentially are targeted to words male farmers. The reality of illiteracy and adject poverty for women not only effect there human right through denial of access to education , professional and skill training right to property and so on . The women in rural areas have to be empowered by improving knowledge and skill regarding modern farming techniques.

83. NARYANAN(Usha) . Condition of women over the last fifty years. Mainstream .16 ; 1998, Apr. 11; 11- 3 .

The article discusses the development of Indian women during the past five decades. The overall picture in uneven development . But there can be no doubt that considering the long history of suppression of women in India . The advancement in status of women achieved during the last 50 years in some thing of a silent and self revolution. Women who have achieve remarkable success and made outstanding contributions in every possible field of human activity . We have in this gallery political, leaders , eminent writers , social activists administrators artists , doctors , lawyer, Musicians, civil servants, scientists , police women and social worker . They

can be equal to and very often smarter than the man in every way. Women have since independence. Taken more and more initiative to improve their lot actively participating in non governmental organizations and co operatives .

84.STARK (Andrea E BOPP) . Policy choices made by the government in specific public services areas : Characteristics and evaluation of those services provided to women . social development issues. 19,2-3 , 1997 ; 80-85 .

Women and man enjoy the same economic , political cultural social and family rights. the states guarantees that women be offered The same opportunities and possibilities as men to the end that women achieve full participation in the development of the country mass education policy has been very successful especially for women it has allowed women to leave the home and learn skills and seek jobs away from domestic duties. It has enabled them to have a strong educational base equal to men so they can continue there education or choose to work in the area they desire. women have also benefited from the Govt. stated goal to increase women's participation in the national work force. The Govt. made the policy choice to enact laws, establish programs, and provide services which assist women in pursuing employment outside of the home. The Govt. thus has allowed women to participate in employment without forcing them into particular sectors.

-, - , ADMINISTRATORS ,PUBLIC and PRIVATE SECTORS,ROLE

85 .SHAH (Anupama) . Women administrators : Enhances , constraints and training needs. Educational review 102,2 : 1996 , Feb. : 49-57.

The article discusses the trends in society indicate that increasing number of women are rejecting traditional views of sex role behaviour. They have adopted careers in the private and public sectors or have started business even on a modest scale, in order to become self reliant and economically independent more women are become self reliant and independent more women are qualifying them selves for central services . Medicine teaching politics , entrepreneurship banking and management initially they were satisfied with there subordinate status however now women and taking up administrative position in different areas of work women administrators outside the home may have the power to achieve financial independence, the self-esteem which comes with recognition, opportunity to engage an challenging work expansion skills and rewards for one's abilities. They could also have opportunities for on the job travelling , meeting people and planning and coordinating activities with them.

- , - , ADULT EDUCATION, impact of SCHEDULED CAST

86 . SRIVASTAVA (N K) and SHANKAR (Ram) . Impact of adult education on scheduled cast women . Indian Journal of adult education. 53,2 ; 1992, Apr. - June ; 61-8.

Education is treated as the most influential factor in the process of human resource development and it in turn acts as an instrument of social change. Awareness for eradication of illiteracy has been created world wide by celebrating the year

1990 as " International literacy year " The problem of illiteracy is more severe in developing countries like India . Indian society is stratified and hierarchical. caste system is deep rooted age old and extremely powerful and it influences almost all the activities in the society. After independence the Govt. of India made liberal plan allocation under five year plan in order to fulfil the constitutional obligations by improving socio economic and educational status of the scheduled caste people. To popularize education among the adult belonging to deprived sections like scheduled castes, scheduled tribes and other the Govt. of India launched a nationwide programme of adult education in 1978 starting formally on October 2, the scheduled caste illiterate are being covered on priority basis under the adult education programme.

- , - , PROGRAMMES , ROLE

87 . PATI (S P) . views of adult literate & illiterate women Towards adult literacy programme. Educational review. 1998. April ; 4 - 5.

The development of a country depends on development of her human resources which depends on education of the people to educate adult illiterate, adult education is not an alternative ; it is a necessity. Ignorance is directly related to illiteracy and illiteracy breeds poverty . The success and stability of democracy depends of the liquidation of illiteracy. In India about 61 % of women are still illiterate. Now both the central and state Govt. are training to liquidate illiteracy through total literacy compaign (TLC) .so before making our illiteracy women literate it is work while to

know the views of the literate and illiterate women towards literacy. So that it will be easier to implement the total literacy campaign (TLC) ,The present study has been designed to know the views of the literate and illiterate women to words literacy programme.

-',- , AGRICULTURE role of

88 . SINHA (Archana) . Rural India : Feminization of agriculture . Women's link.

5.3 : 1999 , July . Sept ; 23- 6.

In this paper agriculture in developing countries heaving depend on manual labour and a sizable contribution is from women. The situation holds good in India too where women provide over 75 % of the agricultural labour. The maximum number of working women engaged in agriculture in India are rural women. Majority of economically active Indian women, 75 to 80 percent directly on in directly are connected to agriculture and allied section It implies that women play a crucial and key role in the development of agriculture women are vital and productive workers in the Indian economy Majority of all economically active women in India are engaged in agriculture and allied activities hence the women's role in agriculture and food security confirms that they need to be empowered to undertake their task effectively some of the indications of empowerment of women include personal security rule of law , freedom of expression political participation , equality of opportunity access to quality education entrepreneurship among women , health and nutritional needs and technological empowerment decision making etc.

-, -, SECTOR role of

89.SINHA (Archana) . Empowering women for food security. Social welfare 46.6;1999, September ;3-6.

The women occupies a key position in the diversified agricultural sector to produce food not only for her family but for millions of people. She extends the food chain from the farm sector to house hold sector , thereby getting enmeshed into multiple food related responsibilities to ensure food security for her family su.

sustainable food security implies strengthening the livelihood security of all members within a household by ensuring both physical and economic access to balanced diet , safe drinking water environment sanitation basis health care and primary education directly and indirectly women do play a greater role in all these aspects women in India play a distinctive and accepted role in the process of earning a livelihood by participating both production and marketing of agriculture at and handicraft products Agriculture still remains a family endeavor but the products of women's participation depends on regional and cultural names. As agricultural laborers women play a key role in food production.

-, -,AMENDMENT ACT 73 rd ROLE

90.MISHRA (Sweta) . Women and 73 constitutional Amendment Act : A critical Appraisal Social Action . 47. 1 ; 1997 , Jan.- Marh ; 16-30.

Women occupy a marginalised position in Indian society because of several socio-economic contributions, this has inhibited the effective participation of women in the political process and institutional structure of democracy. Women's role in political processes has virtually remained unchanged despite the rapid growth of their informal political activities. A broad based political participation of women has been severely limited due to various traditional factors such as caste religion feudal attitudes and family status. Some steps have been taken to improve women's representation and the policy of reservation for women has been incorporated in the 73rd and 74th amendments. Reservation of seats for women in the panchayati raj institutions (PRIS) and municipal bodies will provide them with an opportunity to ventilate their grievance and to take active part in the formal political areas which deal with social and economic problems.

-, ARMED FORCES

91.GHOSE (Jayanti). Women in the armed forces. The times of India 1999, Sept. 6, Monday : 1

The article shows the women are gradually getting integrated into the defense services. Though not yet in direct line of action, but there is the promise of field postings and regimental tenures for women in the forces. Most officers have the dual responsibility as teachers and Managers of a group of men and women and as a specialist, preferred are the qualities of leadership, initiative ability to get on with

people from all kinds of background liking for team work adaptability , physical fitness you must enjoy and be willing to contribute to community life. Here's a birds eye view of a myriad opportunities for women to join as officers in the defense services join the armed forces medical college and army institute of technology . After graduation Indian Army women special entry scheme (WSES) . unmarried women are rsuelers widow/ divence candidates may apply for grant of commission in the Indian Army.

-, BEIJING CONFERENCE

92.PHILIPOSE (Pamela) . Chance in Beijing India Express. 63, 302; 1995, Sept. 2 ; 8 .

Women hold key to social progress. United Nations development programme was just recognizing this when it evolved the new standards to measure human development . Gender related development index and gender empowerment mensure for its 1995 humam development report. And when an estimated 30,000 women gather at Beijing for fourth International conference on women three women's conference down and one more to go and answer is still not for coning . It compromises determine foundation on which gender justice is premised it would be a pitty becouse bejing meeting provides last chance in this century to focus attention on issues crucial to women like education family planning , age of marriage equality gender disermination etc.

-, BUSINESS ROLE

93.HASAN KAMOONPURI . Indian Businesses women in the 1990, Democrate world. 24, 8 ; 1995 April 16- 30 ; 15 -7.

This article shows that the recent years have seen an increasing number of women emerging from the shadows and enlarging the male dominated business area. women are successful in business because by their temperament they like to take calculated conservative decisions. Even if they try to take quantum leaps. They will calculate the merits and demerits it is believed that business women are morally superior to and more refined than man and have the potential to civilize the male dominated unsteady and disorderly corporate world of India women in general have no extra curricular activities. They are found to be more dedicated and responsible in management. a large number of women executives are bailing out of the corporate world and launching their own business the reason says . Mrs Gupta , are Many : They can better integrate their private and professional lives and also learn to earn money with a higher sense of satisfaction and self fulfillment

-, -, DEMOCRACY ROLE

94.JAYANTI ALAM . Pluralistic model of nation Building : A care for women and the indigenous people. social action 47, 3: 1997, July Sept ; 304 - 18.

Democracy is expected to provide to each and every individual the opportunity to survive and thrive as individuals. A pluralistic democracy, while doing all

their must additionally provide seape for self expression to various identities , however small. The constitution is designed with the aim of pratecting the rights both of individuals and groups. The problem that sometime artists in when there is tension between individual right and group rights women belonging to their new dominant caste class may benefit economically from the western model of modernization accompanying capitalist development but then lives continue to be moulded and dietated by patrianehy and the capitalist development model the warst every of planalism at one level and of women and all other marginalised groups like the Scs and STS at another level is the new economic policy or the structural adjustment policy.

95. MOHANTY (BIDYUT) Gender role transformation in parliamentary democracy : A case for women's participation in panchyat caritas . India quarterly . 1, 1 ; 1999 . April - July : 22 - 4.

Their presence in the local bodies bad led to some fundamental changes regarding the self perception which has in turn influent the status of women in the above respects women constitute almost fifty percent of India's population, But there percentage representation in the parliament varies from 2.8 in 1957 of in which it denied to 7.0 in 1998 in care of lok sabha . In Rajya sabha it was slightly better since it started with 7.3 percent in 1957 and increased up to 16 percent in 1991 but again it declined to 9 percent in 1998 In panchyat level education. the gape would be even

lower compared to national level election . pre election survey in Orisa showed more women campaigned for women candidates than men wherever women candidates contested AI together about one million women have been elected for the first time to these institutions. Various micro studies done in different parts of the country reveal that majority of the elected women representatives of the northern states including Haryana and Punjab are in the age groups of 50 - 70 the elected women representatives have become partners in the development process in so far as implementing the government schemes are concerned.

-,ECONOMIC DEVELOPMENT ROLE.

96.CHANANA (Karuna) . persistent Inequalities : women and world development .
Journal of educational planning and administration 5.3 ; 1991 , July : 325 - 26.

Twentieth century has been marked by an overwhelming concern with riding inequation. this concern for eliminating inequalities led to researches in social sciences. However as inequality have persisted and politics have faltered social scientist have become more concerned about understanding persistent inequalities The role of technology and education transformation is vicued in the contest of the debate on accers and achievement of women in education already discuss that structure and ideology of science which inhibit integration of women in scientists fields in the socialist and capitalist societies. thes paper is a eitique of existing and capitalist societies these paper is eritique of existing approaches to economic

development and differentiated between conflict of interest between men and women within a household and class conflict since the household as a unit function on the basis of co-operation and conflict.

97. BALATCHANDIRANE (G) Gender gap in literacy and economic development : A preliminary exploration , Journal of education planning and administration 7.3 ; 1998 July ; 289 -311.

A study of the east Asian experiences in closing the gender gap in literacy and educational attainments might be of use to countries at a relatively low level of economic development , like India . There are positive followups when the gender gap in literacy and education is narrowed . The present article is a first attempt to explore the linkages between economic development and the closing of gender gap in literacy and educational attainments. This exercise at a low level of economic development , It is held that though the historical experiences of different countries in closing the gender gap occur at different calendar times. They are comparable and hence useful pointers can be derived.

-,ECONOMIC INDEPENDENCE , ORISSA

98.MISHRA (Subrata) Orissa : Women and economic Independence. Social Action 45, 4 ; 1995, Oct - Dec ; 421 - 30

In this article the problem of women's development cannot be viewed in isolation from the other problem of society . As a result, it is not possible to construct

a proper perspective on women development without understanding the socio economic cultural setup of a given society with in which women live and work . The economic development of individual in a given society is based on the structure organization and distribution of the basic institutions like property and work . As work in the traditional society caste oriented knowledge about techniques and instruments of production were also east based. Evidences of census records and district gazetteers show that orja women were economically active in the post the traditional oria society being n a cast based hierarchical society work and occupation were hierarchically organized. As different caste groups had different type of occupation women of those cast groups were confined to cast specific occupation at the house hold level women of peasant caste antisans lower castes dalit and tribal groups were producers of goods in the traditional oriya society. They played important role not only in production but also in marketing. They had accers to productive skill market and income.

-, -, EDUCATION

99. ALAGH (Yoginderk) Women's world : women and development Mainstream , 27, 44 ; 1989 , July , 29 ; 11 - 3.

House holds , and women in them are at the cutting edge economic and social activity at the local level and an understanding of then status, activity levels, community inter action and social economic organization is a precondition to a more conducive and participatory pattern of community and social organization 1981 census indicate the women literacy rate at around half the male counterpart. Female literacy

was 61 % in Bihar, Madhya Pradesh , Rajasthan and Uttar Pradesh, stated employment of women in different sectors have argued that have been pushed into lower wages and poor economic prospects . However ultimately, the emancipation of women would largely depend on the changes in our social attitudes and prejudice and value systems.

-, -, ANALYSIS

100.HARICHANDAN (Dhanesueer).Girl's education in India: A situational analysis
Journal of educational planning and Administration 6,2 ; 1992 , April ; 179 - 92.

An attempt has been made in this paper to study the status of girls education in India during 1978 - 86 , The analysis shows that girls are under represented in school in India as a whole . man equal representation of girls and boys are found in Kerala , Meghalaya and Mizoram, whereas the lowest percent of girls are higher than for boys and it is the highest from class I to II . The study also focuses on understanding the relative importance of educational infrastructure rural facilities and socio-economic demographic indications in explaining the low level of school education of girls in the country . The paper brings out certain facts and figures for the demographers as well as policy planners to ponder , with regard to the enrolment ratios and the extent of drop out rates of girls at different levels of education viz primary upper primary and secondary.

-, -, EDUCATION and EMPLOYMENT, impact of

101.RANI(K Sudha) . Impact of education & Employment on the status of women .
Educational service. 104, 11 ; 198 Nov. ; 195 -99.

The status of women in a society indicates the national's overall progress in social, economic and other fields. women of some families in the absence of education, lead lives facing innumerable hardships . Thus it is impossible to seek the co-operation of there women in development of home and society women's education awakens women to a sense of their own importance, encourage them to assert many of the rights which were hitherto denied to them and help to achieve economic emancipation education and employment shows that women are not meant for just taking care of children when the level of education increases, many women favour widow marriages. general attitudes make women modern and progressive. college educated women , there is a noticeable change in their attitudes 80 % of them employed respondents did not agree with the idea of male dominance.

-,,-EDUCATION and ENTREPRENEURSHIP ROLE

102.EDUCATION, WOMEN entrepreneurship and national development. University news. 28,29 ; 1990, July 16 ; 2-4.

Indian women's role , then status and problems are linked to our history and social system . They offer a paradox a contradiction and a challenge in their social application linked to development, generally it is stated that they suffer from malnutrition illiteracy , exploitations and social atrocities . The new education policy envisages "a positive interventionist role for education in the empowerment of

women, Indian government has a number of programmes for protection of women there welfare and there socio economic advancement. women have a number of constitutional provisions regarding equality . they have human right. social rights and economic rights usually paper discusses to involve women to improve then status and share in development begins and ends in their rights in marriage divorce property and other gender specific problems our concern for women empowerment continue to be great".

103.BETEILLE (Andre) . Feminism in academia : changes in theory and practice Indian journal of gender studies ; 2.1 ; 1995, Jan - June ; 111 - 13.

The article shows the few developments in recent years have generated as much enthusiasm in Indian academic world as women's studies. New areas of inquiry have been opened up in literacy studies in philosophy , sociology , psychology , history political science and other discipline in the humanities and the social sciences for a long time even in there department where the students were mainly women, the teacher were mainly men. there is now changing rapidly and by the end of present century the sex composition of college and the universities at least in Delhi . Will be markedly different from what it was 50 years earlier. Increasing number of women students and scholars in graduate level and postgraduate level with composition with the men.

104. SWATI (Shirkwudkar) . Education and Development of women. sociology. 32, 2 ; 1998. may ; 235- 57.

Explores the development of women's education in a comparatively backward area of Marathwada, India drawing on related literacy & other secondary sources women's education was neglected in Marathwada under the feudal rule of Nizami development of women's education is closely linked with their social condition & political struggle for freedom. The attitude of men & women towards women's education was a major development. It was found that in spite of adverse social conditions in general & state power in particular women's efforts contributed to the development of education.

DEVELOPMENTS , MARATHWADA, MAHARASHTRA

105. SHIRWADKAR (Swati) . Education and development of women in Marathwada. social change . 20.2 ; 1990 , June ; 36-43.

The present paper has tried to assess the development of women's education the comparatively backward area of Marathwada. It was found that the education of women was neglected in Marathwada under the rule of the Nizami and that it was every closely linked with the social conditions of women and the political struggle for freedom. The attitude of men as well as women towards female education was a major deterrent. However the situation improved with the independence of the country and the merger of Marathwada with the state of Maharashtra. Education helped women to participate meaningfully in society during the freedom struggle. Before analyzing women's contribution to the development of education , It is necessary to understand the social conditions in which they were acting.

---,PROGRAMS

106.SHIRUR (Rajani R) . Women development requires A radical approach. Indian journal of adult education. 54, 2 ; 1993 , April - June ; 9-14.

The article discusses the education for women which has gradually gender recognition from the time in the country . At the grassroot level eventful and appreciable success . stories are being repeated about the achievement made by women repeated about the achievement made by women groups from different parts of our country. A large number of socio-economic and employed generation programs for women in rural areas , which are aimed at developing there status in the society have been introduced but with lesser on least impact on them. It is a stark reality to winters women as a major group remaining educationally and economically explained by their owner counterparts a care in point is the introduction of development of women and children in rural areas (DWCRA) The concept of development of women also requires border definition and clears understanding Development implies not merely social up gradation and economic. Development more specifically enhanced participation of all women with full support and assistance of men in the family and the community as well.

---,ECONOMIC DEVELOPMENT ROLE

107.BALATCHANDIRANE (G). Gender gap in literacy and economic development : A preliminary exploration . Journal of educational planning and administration. 12, 3 ; 1998 , July ; 289 - 311.

A study of the east Asian experiences in closing the gender gap in literacy and educational attainment might be of use to countries at a relatively low level of economic development, like India. there are positive fallouts when the gender gap in literacy and education is narrowed the present article is a first attempt to explore the linkage between economic development and the closing of gender gap in literacy and educational attainments this exercise is undertaken with the specific aim of deriving points for countries at a low level of economic development. It is held that though the historical experiences of different countries in closing the gender gaps occur at different calendar times , they are comparable and hence useful pointer can be derived.

-, -, impact of

108.FMM (Rosamma , George). Education - an important element for gender equality/ gender equity. caritas India quarterly 1.1 ; 1999, April - July; 26 -30.

To a large extent formal literacy reinforces the domestic role of women and subjugates women without bringing any change in social relations within the family and outside . literacy which empowers, seeks to combine both consciousness raising and participation, so that women not only understand the courses of their oppression but also take steps to ameliorate their condition literacy play an important role in the process of gender equality and gender equity. Literacy is a means to enable women to

have better control over their lives. Literacy becomes empowering when it enables women to gain access to the store house of information and knowledge that has been denied to them access to literacy skills have to be given to women to achieve the desire of women to achieve basic literacy thus literacy becomes a vehicle for creative self expression.

-, -, INEQUALITY

109. REDDY (M.V.Lakshmi) . Gender Inequality in literacy : An analysis Indian journal of adult education 55,3 ; 1994 , July Sept. ; 5 - 22

This article shows the promotion of women's education has been the concern of India since independence, The central and state govt. Voluntary organization and other institutions have been doing a lot for the progress of women's education and literacy by stepping up and strengthening their formal and non formal education programmes yet the achievement in women's education and literacy are far from the goals set for universalisation of elementary education more particularly among women has remained illiteracy gender disparity in education and literacy is of course an historical phenomena and can be attributed to several economic , social and cultural compulsions. Currently it has become an issue of wide discussion. The relevance of women's education and literacy to social economic cultural , and political development of the individual family community and nation is a universally acknowledged fact. the gravity of gender disparity in literacy and the need to bring it down has been recognized and viewed by all.

-, -, MODERNIZATION, role of

110. SEYMOUR (Susan). Family structure, marriage caste and class and women's education ; Exploring the linkages in Indian tower. Indian journal of gender studies 2.1 ; 1995 , Jan - June ; 67 - 85

With political independence the institutionalization of western education has become an important marker of a nation's development and modernization : concomitantly rates of female literacy and educational achievement have become measures of women's participation in such development. India is no exception, nor in India an exception to the nearly world wide pattern of women's more restricted access to education and lower educational achievement as compared to education and lower educational achievement as compared with men. The introduction of education for women particularly higher education has come , on the one hand , an increased desire for such education and on the other center challenges to patrifocal family structure and ideology. The extensive education and employment of work has produced other kinds of changes and raising the status of women in the India society.

-, -, PLANNING

111 SRIVASTAVA (Gauri). New Initiatives needs in planning. social welfare . 45, 3; 1998. June ; 3-5.

The article discusses the educational planning in India realized by planners that in order to improve the long degraded position of women the provision of education was essential. It would not only make women aware of modern development but also present them from submitting to decadent customs and traditions. In the long run it would instill confidence empower and make them self sufficient and self reliant efforts have been made in the past three decades of planned development to enroll more girls in schools and encourage them to continue their education as long as possible and to provide alternative non formal educational opportunities for girls / women. The second five year plan (1956-61) emphasized the need to provide greater educational opportunities to girls. The third five year plan stress on women's education and training as a major welfare strategy. The national committee on women's education (1970) recommendations stated that priority should be given to women education ending discrimination between boys and girls education and tackling the problem of women teachers in rural areas by giving scholarship to local girls to complete their education.

-.-,POLICIES and PROGRAMMES

112.REDDY (B Shiva) . Strategies to promote girls education : policies and programmes that work, Journal of educational planning and administration. 8,4 ; 1994, Oct ; 481 - 92.

The article discusses the all developing countries have some constitutional provisions with respect to compulsory and free primary education, but many countries including India have failed to meet their constitutional obligation. Today about 130 million children in India have not been able to go to school. A quarter of the would population are still illiterate. several international organizations like the UNESCO, UNICEF and world bank have been promoting the course of education. Failure to provide basic education for all is after attributed to failure recognizing the special needs of out of school children those who are left out of school include mainly girls poor children and others disadvantaged. The education of girls brings special social and economic benefits. It effects economic well being of a country accelerating economic growth, female labour force participation, self employment etc. The positive impact of girls education on the education of future generation need to emphasis. more importantly education empowers girls by given them a basis knowledge of their rights and places women on a more equal footing with their male counterpart.

-, -, PROBLEMS

113.PATEL (Ila). and DIGHE (Anita). Gender issues in literacy education, Journal of educational planning and administration 6,2 ; 1997 , Apr. ; 147 - 62.

The problem of illiteracy in grave amongst women in India and other south Asian countries . Despite progress in female education over the past four decodes . The vast majority of women have remained illiterate what accounts for widespread illiteracy among women which factors contributes to sustaining women's literacy ?

This paper highlights key gender issues in literacy education. It is divided into four sections. The first section articulates the conceptual framework that examines how gender subordination and poverty contributes to literacy among women in developing countries, the next two sections highlight salient observations on the interplay between gender and literacy on the basis of recent research and documentation on women's literacy in India, while the final section discusses key gender concerns that need to be integrated in literacy planning.

-, EDUCATION ROLE

114. BEHRMAN (Jere R). Investing in female education for development Journal of educational planning and administration 7, 3 ; 1993 , Oct.; 393 - 411.

The paper discusses recent experience with female education and examines the extent of the gender gap in education in the countries of Asia and the new east and summarizes the analytical frameworks for measuring the determinants and impacts of female schooling and for evaluating policy options summarizing the several available systematic empirical studies and overall policy implications, this survey calibrates on more detailed policies related to the supply of and demand for female education, and on research needs. This paper is a summary of a longer survey of the current state of knowledge regarding female education and development. The main objective of these paper is to provide background for women development and educational strategies in the 1990.

115.MITTAL (L.N). Education enhances choices . social welfare. 42, 8 ; 1995, Nov. 16 - 8.

Education is the best contraceptive. The empowerment of women through education, employment and legislative changes also requires that they should be enabled to choose when to have children and should be freed from health risks associated with reproduction. The report says that the cario conferences explicit 20 years goals for expanded access to education particularly for girls reduced mortality rates ; and increased access to quality reproductive health services are the key to social and economic developmet as well as to population rates that the world can accommodated the progress has been linked to higher levels of education and income political support for attitudes towards family planning.

116.MURIEL WASI. Educating women in India end and means Education quarterly 34, 1-4 ; 1982 , Jan ; 1-4 ; 1982 , January ; 1-4 .

Approximately half of our population of 685 millions is women and girls need to go about business of women and girls education, with determination and effectiveness is self explanatory. To educate women is an essential part of national development and we educate women for good life in India. Alongside formal schooling for there girls every means of non formed education has to be employed kothari committee on Adult education submitted its report in 1980, pointed out that after 35 years of independence, literacy role for country is still only 35 % if women are particularly backward subgroup there level of literacy being somewhat lower than

national percentage would state below 60% A literate women insure a literate family. Another anxious to have her daughter made and kept literate. A man made literate ensures only his own literacy. Some income generating projects are SEWA (Self employed women's Association).

117.PATEL (ILA) Contemporary women's movement and women's education in India . International review of education. 44, 2-3 ; 1998 ; 155 - 75.

The contemporary women's movement in India (1975 percent) has played an important role in bringing gender issues to the forefront of development planning and defining feminist politics . This paper examines how this movement has addressed the issue of women education. The first section highlights contribution of the social reformist movement in the 19th century and the nationalist movement in promoting women's education. The role of the contemporary women's movement in changing school curricula is examined in the second section, followed by discussion on how women's studies has contributed to redefining knowledge . The fourth section discusses women's empowerment and education from the perspective of the women's movement . The article concludes by highlighting challenges facing the women's movement in promoting women's education for equality and empowerment.

118.PATTANAIK (B K) Empowerment of women and rural development Yojana . 41, 10 ; 1997 , Oct. 24 - 7.

The article shows that the women are potential instruments of rural development and their empowerment economic educational social and political will hasten the pace of rural development. Empowering women with economically productive work will enhance their contribution to rural development. The women need to be empowered both in the ownership as well as management aspects of the agricultural and allied services is poultry fishery. Orchard etc, which would help to raise their income are justify their importance and contribution to rural economy. Education is the key which opens the door of life develops humanity and promotes national development. The govt.of India has endorsed the need for promotion of women education not only through its constitutional provisions but also in plans , policies and programmes launched at different points of time .

119.PHILIP (Mini). Enlightening the other half. Nation and the world, 3110 ; 1996, May 1 ; 21 - 50.

Women are behind not only in numbers but the type of education they receive or opt for which is qualitatively different from that of boys . The phenomena of girls going in for primarily soft courses in arts and humanities , limits their occupational choices and chances. Gender based division of labour in the patriarchal families thus get recreated in the labour market even the modern sections of the economy get sex typed. In India women are huddled at the lowest occupational structure in low skilled low paid low prestige white collar jobs whereas men continue to dominate the top

education of women in India has had an undirected growth as an ancillary phenomenon to modern education of men and is still largely geared to the non market social role of girls as prospective brides and rather the new scientific and technological order based on principles of egalitarianism and equity both demands and makes possible new social role for women as productive workers and workers in society education's we seen as a necessary conditions for raising the status of women in society .

120.PILLAI (J K). Empowering women in India : New roles for education. University News. 28, 47; 1990, Nov. 19; 1-5.

Women were given equal right with men in all walk of life including education. All over the world the movement for improving women's status has always emphasized education as the most significant instrument for social change . The social reformers of the 19th century tried to use education more to ameliorate the position of women socially : they have were able to awaken the consciousness of the nation to the evils of child marriage, sati, polygamy ,enforced widowhood, dowry system etc. During the present century , the country has made spectacular programs in promoting the interests of women's and empowerment in an active multi dimensional process which should enable women to realize then full identify and powers in all spheres of life

-,EMPLOYMENT

121.YADAV (Ravi Prakash). Women workers worldwide Social welfare 46.5 : 1999, August ; 3-5.

The concept of employment of women has assumed a dominant role in the economic structure of the world. Employment opportunities for women are expanding exponentially with the advent of industrialization in developed and developing countries alike the prosperity of a country depends on the harmonious progress of both genders , Men and women have to meaningful roles in the economic life of the nation. In India that vast majority of women workers are employed in the informal sector . A study conducted by the ILO established that world wide only 27 out of every 100 women are found to be economically active. Although 1/3 of the world's labour force comprised women . The ILO has also highlighted the fact that the participation of women in economic activities is controlled by the social and cultural conditions prevailing in particular regions . In some developing countries such as India , Malaysia , Morocco and Tunisia etc. women 's participation varies between 30 to 40 % of the total agricultural work force there constitutes 20 to 25 % of the total female population.

122.EMPLOYMENT and FAMILY ROLE

122.DUA (Radha) and SHAH (Beena). Research on familial role expectations of working women : An overview Perspectives in Education, 15,3;199, July ; 133-41

Women are no longer looked upon as a child bearing machine and a maid in the home they do not want to be confined to the household duties only but are keen on entering public life. Equipped with higher technical and professional education, They have entered into white collar jobs are working women able to harmonise their twin role ? research has been carried out to see familial role expectations of working women. This research overview reveals that still as a traditional rule, the married woman is responsible for the larger share of the household work and as a universal truth. This is applicable to working married women also. through a slight change seems coming in the attitudes of educated male this change is not clearly visible

---, INFORMAL SECTORS role of

123 RAO (Nitya) .Empowerment through organization women workers in the informal sector. Indian Journal of gender studies 3,2 ; 1996 July to Dec. ; 171 - 95 .

In this article data for India show that more than 90 percent women workers were engaged in informal sectors activities in 1981. further the contribution of this sector to the national income was double that the organized sector in the same year women may have gained from their trend to work flexibility in the organization of work, as it helps them continue paid work with reproductive responsibilities However the price paid for such flexibility is a deterioration in terms of employment price-rates with no additional benefits and growing insecurity, The women members of these groups are all economically vulnerable and oppressed. Their organization has found favour among some groups but may have directly opposed them. The need then arises

to recognise points of conflict to strengthen all supportive network and build up an alliance system.

---,PROBLEMS

124. MARY (A . Laurence) Status of working women and their problem. Education In Asia 16.3-4 ; 1996. July - Dec. ; 142 - 3.

The aim of education should be to bring about the best in an individual and to develop him to into a complete human being . The awareness of equality and the work of women's liberation organization outmoded controls of the society. The life style and the living standard of women have been changed At present women occupy position in every field of activity command honour and respect similar to their men counterparts, The modern women employed in all the field they are shouldering official family and social bordens. Working in the mixed group they have to keep up the status by the personality traits . In social economic , and psychological aspect their status can be developed while comparing with those of non working house wives.

---, ORGANISED SECTOR

125 .RAY (P K) . Women Employment In the organized section. yोजना . 41, 6 ; 1997 , June ; 11 - 4.

In this paper an attempt has been made to analyse availablelity and utilisation of women labour. Their employment pattern and distribution in the organised sector of

the economy. A time series data was generated and analysis made employment scenario observed in the organized sector vis- a vis women employment in different sectors has been focussed to have effective comparison. This, it is hoped will provide sufficient insight the employment situation specially of women . Women in India have not been projected since beginning as a source of labour for gainful activity. Their arena was mostly confined to household . During the period 1993 - 94 their participation in the labour forces did not show any significant increase compared to 1987 - 88 level of participation . But there is a shift in employment of women labour from unorganised sector to the organized sector for regular jobs as see that women participation in organized section has increased substantially year after year.

-, -, role of

126. GINN (Jay) and ARBER (Sara) . Exploring mid life women's employment. Sociology. 29, 1 ; 1995 . Feb. ; 73 - 94 .

women labour force participation rate declines speedily in the 15 year preceding their state pensionable age , in spite of their generally lacking children responsibilities during the stage of the life course. Employment of women in the years following childrearing is important in enabling women to obtain a significant improvement in their pension entitlements. There has been little research on the factors influencing mid life women's employment participation and especially on why fewer women in there fifties than in there forties are in paid work . This paper uses

data from the 1988 -90 general household survey to explore the employment participation of women in their forties and fifties. women in their forties household circumstances had a greater effect than human capital but in their fifties women's own attributes were the major influence on employment participation. financial necessity was a major reason why mid life women remained in employment.

-, -, Role of CHINNAI

127. JEYARAN JAN (J) and SWAMINATHAN (Padmini) . Resilience of Gender Inequalities ; women and employment in chinnai. Economic and political weekly . 34, 16 & 17 ; 1999 , April;

This article discusses the policies to increase women's wage employment often choose to take the easy way out by facilitating the setting up industries that are seen to be compatible with women household responsibilities rather than address the constraints that force women to in fact work in so called women's work. this paper attempts to map the diffused manners in which wage earning women workers experience oppression which is the outcome of the interplay of both patriarchal structures and capitalist relations of production. The location of the setup in Ambattur in chinnai one of the oldest industrial in Tamil Nadu. In the first place we find that a good proportion of women labour come from relatively poor households that in households whose monthly income is less than 500 per cent and 100 less than 1,000 per

secondly the fact that women labour belong to relatively poor households and on the fact that their contribution to family income is curial. However does not automatically guarantee the continued participation of these women in the labour market.

-, -, role of UNORGANISED SECTOR

128. RUSTOGI (Preeti) . Women Employed in the unorganized sector; some issues . social action. 47, 2 ; 1997 , Apr. - June. 166 - 80 .

This paper examine the changing nature of female employment and emphasis's the need for labour organization of women workers. Despite technological changes and growing market orientation of the economy. The unorganized sector still obsorbs of the largest proportion of the labour force in India. The rise of female participation in the unorganised sector is more due to economic compulsions than any change in work ethos. The rise in employment of women seems to be an outcome of the employer's preference for female employees as there exists gender differentiation of wages such employment of females due to economic compulsions has been breaking many existing cultural taboos of the Indian society.

-, -, RURAL AREA

129 LAXMIDEVI (K R) . Employment and Income generation for rural women. Yojana . 38 , 5 ; 1995 , March , 31 ; 24 - 7.

Emphasis is given in education of women and their employment . Inspite of rapid social and technological progress and increase in the level of literacy and

education, unemployment still continues to be the most baffling problem and the Indian economy has to force the scope and potentialities of scheme like IRUP and Jawahar Rozgar yojana becomes important in this context special programmes for the generation of income and employment in the rural areas like SEDA, CADP etc. have been the hall mark of our five year plan since the fifth plan. 30 % quota reserved for women under the IRDP. Equality an more important is the need to have specific development programmes for women the rural areas It is a fact that the states of women in Kerala is for better than their counterparts else where in the country

-, -, EMPOWERMENT , POLITICAL

130. BANDHOPADHYAY (Madhumata) . Political empowerment of women : A process of power balance. Caritas India Quarterly 1; 1 ; 1999 , Apr. - July ; 2 - 6.

In India political equality to bath men and women is guaranteed by the constitution through the institution of adult franchise The percentage of women voting has increased considerably from 38.14 percent in 1952 to 44.4 percent in 1984 . The gap between male and female electoral voting participation decreased from 16 percent in 1952 to 5 percent in 1991 . Which is women contested only 51 seats in 1952 . They contested for 307 seats in 1991 . In the recent years participation of women at the local governance has been one of the major concerns of women right activities . The 73 rd and 74th amendments providing 33 percent reservation in gram panchayats at all levels has been a real break though as for as political participation of women is concerned.

-, -, PROBLEMS

131. GOPALAN (Sarala). Empowerment of women . University news 34, 13 ; 1996 March ; 17 - 20 .

In this article the women of the world have been affected more by poverty lack of opportunities and facilities aiming to the innate discrimination prevalent in all societies. women do not have a equal status with men , In the last twenty years there have been a global effort with a strong support from the united nations to understand the discrimination and restore a status to women the slogan has been equality development and peace.

-, -, ENTREPRENEURS, KERALA

132 ANNA (v) AND PILLAI (N C) Women enterprencuus in Kerala social change. 20, 2 ; 1990 , June ; 61 - 9.

Inspite of being the only state in India where out numbered men and the literacy rate were the highest both for men and women . there were very few women entrepreneurs in Kerala though women had entered many other profession successfully. like teaching nursing , medicine , low civil services etc. In an attempt to boost women entrepreneurs, the factors that motivated and compel them to become entrepreneurs

have been studied .It was found that the ambition to be economically independent unemployment , encouragement by the state government and its agencies , and success stories of other entrepreneur led women to industry However most women entrepreneur preferred to start their units in their hometown an near home and their choice of trade line was influenced by the case with an enterprise could be started.

-, -, MOTIVATION

133. SINGH (K . P) Women entrepreneur: Their profile and Motivation . The Journal of Entrepreneurship 2 , 1 ; 1993 , Jan - June; 47 - 58.

Although Entrepreneurship as an area of research has attracted a great deal of scholarly attention in recent decades, most of available studies relate to the entrepreneurial endovours of men consequently, our understanding of the urges and aspiration of women promoters of business ventures is extremely limited. This paper based on what the author regards as a pilot study centered around a major city in India . concludes that the factor improving on the entrepreneurial manifestation of women are no different from there affecting men entrepreneur. This may have important implications for public policies and entreprenes development programmes

134. THEMOZHI (G) and CHIDAMBARAM (K) . How motivated are women entrepreneur? . Social welfare. 46.2 ; 1999 May ; 21 - 2.

Entrepreneurship in the key to rapid economic growth of a country , entrepreneurship in caused basically by motivation. motivation is a process by which a

need on desire is around . A country with able entrepreneurs will always go faster on the path of industrialization as compared with a country which has no able entrepreneurs . In this paper an attempt is made to find the extent of variation in the level of motivation of women entrepreneurs in coimbatore district, This kind of analysis has the advantage of knowing the variability on consistency of the level of motivations.

-, -, -, ROLE , KERALA

135. SARNGADHARAN (M) and RESIA BEGUM (S) . Female entre precurship in Kerela . Yojana . 38 , 10 ; 1994 , June 15 ; 29 -30.

The article discusses the entrepreneurship development among women may be looked at from angles : one is to create the environment needed for healthy and sound entrepreneurship and the other is to organize more and more rational motivational campaigns for the women entrepreneur when she takes on this challenging role and wants to adjust her personality needs, family and social life and economic independence. The women of Kerala have some unique factors compounded to there counterparts in other states the female literacy rate in Kerala (86 . 13) is also above the national rate (39 .29) . There peculiar characteristics, have contributed favorably to the consciousness s of Kerala women of there existence, right and work situation Broadly women's participation in economic development calls for arrangement that would lighten there domestic work load in order to use them for the economic and socially productive work.

-,ENVIRONMENTAL , ROLE

136. CLARIDGE (C L) and others. Environment, development and women: what is the connection ? . Journal of rural development . 18, 1 ; 1999, Jan -March ; 1-27.

The paper review the different approaches to women and development , and to environmental management. It out lines several strands of environmentalism to explain approaches to environmental management and women within the development context . The paper begins with an historic overview of the different approaches to both women and environment within the development context. There is a clear progression towards recognition of these problems and attempts to redress the imbalance . Approaches to development , women within development and environmental management have moved to empowerment at the local level , with community management of natural resources However there is no clear process for linking environment management with empowerment . This paper discusses the need for a suitable implementation process and proposes one that has been used successfully in several basis.

137. DUA (Radha) . Role of Indian women in environment protection University news 37,7 ; 1999 Feb. ; 9 - 10.

The article shows the women around the world play a key role in the protection of biological diversity through their various responsibilities . They have recognized the need not only to protect the bio-diversity , but also to restore and recreate it. The Indian women were always ahead in the matter of prevention of

pollution and protection, preservation, conservation promotion and enhancement of the environment .They have made greater sacrifices, have exhibited greater love than man in the area of environment protection, the United Nations Decade for women initiated extensive discussion of global environment . It is now being increasingly considered that environmentally sustainable development will be best strengthened by empowering women and their organizations the emphasis has to be given on the participatory process district women development agency (DWDA) and non government organization (NGOs) can play a leading role in organizing programmes which may inculcate consciousness among the women folk about environment.

138.GOPALAN (Sarala) . Women and environment . Social welfare 42. 7 ; 1995 , October ; 9 -13.

The importance of women's contribution to sustainable development and preservation of the environment was highlighted. India played key role in reformulation of paragraphs 246 and 247 in section which dealt with the basic causes of environmental degradation and facilitates a balanced analysis in the presentation

-, EXTENSION EDUCATION , ROLE

139.MISHRA (Santosh Kumar) . Empowerment of women through extension education. university news. 29, 21 ; 1991 , May, 27 ; 11 - 3 .

Women are capable of playing significant role in family , society and professional spheres. The Indian constitution provides equal rights and privileges for

men and women and makes equal provision to improve the status of women in society . In setting largest concerning women, special exercises are undertaken in each of the relevant sectors like education , health and rural development. The planning for women's in a part of the overall planning in the country. This paper is an attempt to study the strategy through which the Universities can strengthen the scheme of extension education . This study will also give an insight into the measures to be undertaken for women's development within the university system and with support from the U.G.C.

-, FAMILY WELFARE role of

140. PATTANIK (B K). Women work participation and family welfare yojana 38 . 9 ; 1994 May 31 ; 28 -30.

The participation of women in socio economic activity of the nation is recognised as an important element in the adoption of the small family norm . essential for the achievement of the twin goals of economic development and population planning . It would also help to lower fertility through such factors as delayed marriage increased education and awareness about health care and family planning reduction of preferred family size and increased adoption of health care and family planning policies . Greater women participation is possible only if women are educated and gainfully employed in economic activities other than cultivation and agriculture . women participation in paid employment not only helps to bring them

into the economic mainstream but also gives them prestige and security in the family and the community.

-, -, GENDER INEQUALITY

142. SHARMA (Radha Rani) . Education of women in India : Inequalities and bottlenecks. Education quarterly . 34 , 1 - 4 ; Jan. ; 20 - 7.

In this article that the constitution of India guarantees equality to all irrespective of religion , race east, sex , place of birth on any of them cultural and educational rights are granted to all alike . education has been regarded as a significant instrument to bring about social change and development towards desired goals . In order to bring about emancipation of women obtain for them their rightful place as provided in constitutions and to enlist their active participation in national development. education could do wonders . education of women is effected by a variety of cultural economic sociological and even anthropological factors . education system is only institution which can counteract deep foundation of inequality of sexes in built in mind of men and women through socialization process.

-, -, GOVERNMENT POLICIES, ROLE

143. INDIRESAN (Jaya) . Education for women's equality ; policy perspectives Vs performance . University News. 33 , 45 ; 1995 , November 6 ; 11 - 6 .

In this article that the women's education has been of interest for several decades and this has been reflected in the reports of various commissions. In recent years, momentum has been gathering all over the world, demanding gender equality and push for equal representations of women in all spheres of activity including political, cultural, economic and educational. In India female participation in higher education is relatively still lower. In this paper an attempt has been made to highlight some of the policy perspective envisaged in the NPE, 1986 and the revised POA 1992 and what has been achieved based on select secondary sources of data and some studies undertaken at NIEPA. The implications and some suggestion have also been provided.

---, SECTORS, HIGHER POSITION, ROLE

144. AGRAWAL (K G). Female executives in government system Social change, 20, 2; 1990, June; 57 - 60.

In this article senior key executive positions are not offered to women even though women are remarkably similar to men in their characteristics, abilities, and motives. Research findings indicated that female government executives have high degree of endurance and tolerance against frustration although they have more chances of feeling insecure and frustrated as they advance in age. Women officers have to adjust to their husbands career demands. On one hand we do not offer key position to women but on the other hand, head of states and governments in many

important countries have been women. Why their dilemma? for men she can be either a goddess or minion but not a normal human soul?

-, -, HIGHER EDUCATION, ROLE

145. MAZUMDAR (Vina) . Higher Education , women and development University news . 29 , 2 ; 1991 , Jan. 14 ; 13 - 5.

Until very recently the relationship between women's rights to equality justice dignity etc. and education was perceived primarily as an issue of ensuring women's access to education at all level . since the nineteenth century , women's movement all over the world have always placed the right to education in the forefront of their demands. within education the entry of women into higher education tended to be viewed as landmarks in social development . During the earlier years of the international women's decade , governments of both developed and developing countries were very keen to attract rising number of women in higher education as an indicator of women's status in their countries. In cases of developing countries like India, such figures were perhaps also offered in the hope that they would help to divert people's attention from the 18 % female literacy rate, and the deathly magnitude of the problems of female literacy.

-, -, HUMAN RIGHTS, EDUCATION , ROLE

146. LAKSHMI (S) Human Rights Education for empowerment Education In Asia 16, 2 ; 1996 , April - June ; 49 - 52.

The article discusses women's issues have become an indispensable factor in the change prone global society today. Mass movement of women. Voluntary organization's and other agencies are voicing vehemently the need to make women free from the problems faced by them due to discrimination of sex. Human rights for women.. It is hoped would provide the solution for the ills from which women suffer. Education in the human rights contest goes beyond inequalities in access to formal education of women : It provide the total experience of educating women through formal and non formal, informal exercises. women empowerment through human right education is a great milestone . progress in women's education through slow is visible and educating them for their rights as human is the next progressive step towards women , releasing their power.

-, INSTITUTIONALIZATION , ROLE

147. RAMANATHAN (Usha) Women law and institutionalization : A manifestation of state power. Indian Journal of Gender studies . 3,2 ; 1996, July - Dec. ; 199 - 223.

The existence of laws which create structures of authority and prescribe control and power to state functionaries , while denying autonomy and liberty to the institutionalised women, constitutes a prescription for injustice and oppression . yet it is to the institutions that a woman may have to turn when she faces rejection from within her family and needs to dissent and break out of oppressive stereotypes which

may label her as deviant . The importance of an institutions as a stopover in women's journey towards emancipation from socially prescribed restrictions cannot be underestimated . The low and low's processes could then be reoriented to deal with the exploitation, abuse and neglect which now appear ubiquitous. The low and its mechanisms of empowerment further contribute to their unequal iniquitous order . An understanding of the character of low, and the effect it has on the institutionalisation of women is essential . The role of the institution in the lives of women who become its inmates requires to be explicitly acknowledged.

-, ISLAM , EQUAL RIGHT, SOCIAL CHANGE

148. ENGINEER (Asghar Ali) . The status of women and social change. Islamic perspective . 8,2 ; 1992 , July , - Dec. 1 - 17

The question of women has acquired great importance throughout the world today among all communities. This is for obvious reasons . for centuries women have been in total subjugation in male dominated patriarchal societies. It should also be noted that even religious scriptures were not altogether devoid of these attitudes though some of them laid down laws which transcended them . However social attitudes percolate so deep that even progressive scriptural norms are after affected and consequently reinterpreted . Thus male dominated societies after harnessed the just and egalitarian name pertaining to women which were laid down in the scriptures in order to perpetuate male domination .old social structure are fast disintegrating and new more

rational and liberal social structure are fast disintegrating and new more rational and liberal social orders are emerging on the scene, there new social structures find it increasingly difficult to maintain the old attitude towards women

-, -, JOINT FOREST MANAGEMENT role of

149. DAS (P K) Women in joint forest management. Social Action . 44, 2 ; 1994, April - June : 56 - 68.

In this article discusses the concept of JFM has definitely moved a step ahead of social forestry . the attempt is to give a human approach to forestry development planning by asking people to collaborate with the decisions mainly taken by forest department . the concern for women in development has become a buzz word in the policy making circle during the recent years. Ironically the issues concerning women's involvement in forest development have remained in the background so for forest development projects for generally continue to be designed without consideration of their effect on women on of the role of women in their implementation. The involvement of women in the JEM would largely depend on their existing nature of interaction with the forest as these exist diverse socio cultural practices among different community groups in village society which influence these nature of interaction with the forest , the issues pertaining to women's interaction with the forest and their potential for active participation in the JEM should not be generalised.

-, -, POLICY

150. LOCKE (Catherine) constructing a gender policy for joint forest management in India. Development and change . 30, 2 ; 1999 April; 265 – 82

Policy makers and advocates of joint management (JEM) agree that women should be full participants and that their involvement is especially important because of the nature of women's work. This article examines how JFM policy has addressed gender in India. It argues that policy has been informed by instrumentalist position in the debate over women's relationship to the environment. Consequently, gender planning in JFM has focused on two issues: formal representation for women in local institutions and identifying women's special values knowledge and use of forest resources. The scant evidence suggests that the impact of JEM on women has generally been negative. Finally, the article suggests that gender policy in JEM needs to be based on a more sophisticated understanding of gender relations and a wider examination of the gendered context of EM processes.

-, -, LABOUR MARKET, PROBLEMS

151 . KAPUR (Anchal) and MISRA (Rewa shankar) conceptual overview of women's work in the unorganised sector. Caritas India quarterly 1 . 1 ; 1999, April - July ; 7 - 12

In this article the labour market can be used as a conceptual starting point for an understanding of discrimination against women in the world of work. To a large extent, the situational disadvantage that women have in the context of the labour

market leads to the devaluation of women's activities and the categorisation of relatively less recognised work as women's work that their disadvantage is both a cause and effect of low political power, limited control over sexuality and fertility minimal access to education and vocational training poor health care low status in cultural and traditional norms etc. is well recognised. The unorganised sector really signifies that absence of organisation amongst the labour force due to the lack of formal working contracts and absence of clear employer employee relationships. In both rural and urban areas women wages in inorganized sector are between 40 to 50 percent of man's wages

-, MASS MEDIA , role of

152. CHAUDHARY (Neerja) . Women have arrived yet have miles to go Pioneer. 6, 250 ; 1996 , Sept, 9 ; 3 .

National seminar on " women and media " underlined need for media to act as an empowering tool for women and change society's attitude by realistically portraying them on screen and focussing on gender issues . It was felt that though print media has allocated certain space to women's issues , its effectiveness was limited as about 80% of women were illiterate, stating that media attention had already been confined to women in urban areas either passive consumers or as active participation in the role of writers, directors and journalists stressed need to implement law regarding equal rights for women in media. Only achievements of extra ordinary women received

attention while incidents like dowry deaths or gang rape a rady made it to front page on editioal colum.

153. CHAURASIA (Sushila) . Women as the flag bearers of values. Education In Asia . 16 .2 ; 1996 . April - June ; 53 - 5 .

The article discusses the mass media is largely responsible for promoting stereotyped images of women in every walk of life. Hence urgent action is required to correct this situation . today more women work in the media but few make policy decision , In most countries , mass media still provide a distroted picture of women , their role and contribution to communities and countries. relying on sterotyped images. . they tend to reinforce out dated views. The media are generally controlled by men and many therefore reflect their pereception and priorities . women are rarity placed in top media job, UNESCOs study of ten countries shows that only 1.4 percent of T.V news items deal women's issues and three quanters of there are presented by man.

154.GURU (B P Mahesh Chandra) . Women and mass media : Indian scenario. Third concept 10, 109 ; 1996 , March ; 49 -55 .

Fourth United Nation world conference on women held at Beijing lobbied actively on several march issues on concern to women all over the world. These include globalization and impact of sap, girl, child , restructuring of world bank and IMF to make them more accountable restoration of a United Nation committee which would

help third world countries negotiate with multinational corporations and barriers to political participation of women as well as gender sensitive economic decision making besides an end to violence against women. Mass media should also wage consistent war against problems and forces that impede participation of women in process of national mainstream as well as development. They should organize , educate and persuade both women and men for achievement of justices , equality and progress of other neglected of justice, equality and progress of other neglected half of India.

155. VANI(C) . Social communication and women's development social welfare . 46. 4 ; 1999 , July ; 3 -6.

During the last two decades particularly since the late 1970 s the mass media in India have undoubtedly played a prodigious role in discovering debating the supporting most issues pertaining to women's uplift , welfare and general amelioration , women constitute the largest number among the illiterates knowledge have nols and under privileged of India society women are indeed , the backbone of national development . It is in their context that the importance of mass media for extending educational and development support to women assumes an additional dimension for national development. The perspective of women reflected in messages disseminated by the mass media express male concepts of women. The commercial media produce message system and symbols which create on structure prevailing images of social reality which show women as housewives, consumes and sex object women in

advertising are always young and attractive, they are frequently depicted as sexual objects, as in home and they are seldom shown as intelligent people,

-, MODERN ECONOMY, role of

156.MISHRA (Suhrata) . Women and modern economy . social action 45, 4 ; 1995 ,
Oct - Dec : 424 - 28.

The modern economy has benefited society in a number of ways. modern education , employment patterns , transport, communication and market have provided certain advantages to society and people. It is however important to examine which social group of women have benefited from there development. states have shown that opportunites for modern education and employment have been mostly taken advantages of by women of the upper socio - economic groups. The trends of modern economy at the state level clearly point to the marginalisation of women at different level. The proportion of female workers in much lower compared to male worker although women constitute 49% of the population of the state. The female literacy rate (34 .7 %) stands at a much lower level compared to male rate (63.1 %) .

-, MODERNIZATION , BARRIERS

157.JAIN (Sushila) . The proces of Modernization in India and the changing status of the muslim women Islamic pererspective 8.2 ; 1992 , July - Dec. 52 - 71

Modernization in after 1947 has been directed towards the reconstructions of institutions to deal with and assimilate technical changes, to initiate economic progress

and to counteract inequalities of the traditional system of social stratification based on ascription. The muslim community in India can be best seen in the context of a number of minority groups struggling to present their respective identities even as they compete for the rewards of economic development the muslim women realise that what are the factors which act as barriers to the modernisation of muslim women . which eventually prevent them from achieving equality of status and opportunity in society. The issue involved in them modernization reflect the socio-economic and religious structures and cultural norms in society.

---, MRIDULA SARABHI

158. BASLI (Apanna). Nationalist feminist : Mridula sarabhi (1911 - 1974). Indian Journal of gender studies. 2:1; 1995 ; Jan. - June ; 1 - 24.

The article discusses the struggle for emancipation of Indian women in the early 19th century. In this efforts women's inferior position, enforced seclusion, early marriage and lack of education were facts documents by reforms throughout the country . By the last quarter of the 19th century a few women emerged from within the reform movement who formed then over organizations. Mridula sarabhai participation in the freedom struggle and her commitment to the cause of women equality does not of course prove that all women, who were involved in the nationalist movement were fighting for women's rights or that political consciousness . In the first phase of women's movement's every where, patriarchal values were not generally challenged. The participation of thousand of women in the Indian Nationalist movement did not

lead to an autonomous women's movement since it was part of an anti colonial struggle where class, caste and gender issues were not stressed but it did generate a sense of power among many women who realised their own strength.

-, -, MULTIPLE ROLES

159. VENCATESAN (Jayshree). Women's multiple role and coping strategies : Myths and realities. Indian Journal of gender studies 3,1 : 1996 , Jan.- June, 39 - 56 .

The article discusses the increasing participation of women in the labour force as well as accumulating evidence of the most importance of early childhood care and education have led to an awareness of the need to document the lives of mothers of young children in low income families. In the pre Industrial phase irrespective of the rurally urban context families established a complementary division of labour - paid work being the man's responsibility and unpaid labour resting with the women this paper dealt with the issue of the complex relationship between women's multiple roles or the ways in which women balance their need to work with child care and home making roles . this balance has been the subject of both research and controversy : controversy centers around whether and how a women's work adversely effect child care and the tradeoffs involved research has provided information on the role boundaries of women at different stages of the life cycle.

-, -, MUSLIM , RIGHTS

160. SHAHNAZ BEGUM . Rights of women's In Islam Radiance 34, 10 ; 1999, March ; 14 - 5.

The article discusses the progress and evaluation of society depends upon the two basic factor. the proper human relationship and the interconnection of right and duties the modern world may be apparently too much concerned about women and make every fair promises to them. It promises them freedom from slavery, from male - domination , even from slavery, from the established institution of marriage from the boredom of being a house wife to a much more glamaurous world It promises them freedom from the burden of bearing birth pangs and the pains of reasing a family but instead what does it actually have in store nothing but explaitation injustice oppression aggression harassment neurosir indignity. The positions of women derives from the very premise that the family is the corner store of the muslim society.

-, -, NATIONAL INCOME

161. SAXENA (Shalini) Role of women in changing sccnario social welfare 40, 8 1993 , Nov ; 16 - 8.

This article discusses the Indian society has to recognize the new dimension in the role of women as contributions to the national income. Today women in India want to grow up not as stereotyped women, but as individuals with full freedom and independence. In our Indian society women are described as an embodiment of everything good and noble and to illustrate this she is projected as Lakshi . Saraswati and durga people recall the heroism and bravery of the Rani of Jhansi to prove the

women of India were also heronic and in war or they cite the example of Sarojni Naidu, Indira Ghandhi Draupadi sovity and sita to prove the women have reached great hights of distinction and leadership In modern society women is said to be equal to men . the actual situation is for from this a women is always considered a liability unwanted neglected and thus undeveloped. In our society it is considered that female should not be exposed to worldly ideas and to the dangers associated with them girls are withdrawn from school firstly because of no economic gain associated with their education by then national families the other reason associated with this feeling is that they will be safe at home and they are more useful . women must themselves realize their crucial role in preventing cruelty and discrimination against women curriculum and textbooks should be redesigned for the new status of women values identified are a home management , a joint responsibility of all members respect of the role performed inside and outside by both sexes . equal participation of in the development of the nation.

-, PANCHAYTI RAJ ROLE , KARNATAKA

162. GOWDA (S Govinda) . Women in panchayati raj Institution : A case study in karnataka . Journal of rural development 17, 4 ; 1998, Oct - Dec; 669 - 79.

Women constitute about half of India's population. Women's have been an integral part of social structure not only because of their importance in the perpetuation of human race but also by virtue of their significant contribution to socio economic progress . The place of rural women in India in social economic and political spheres

in more depressed than that of then urban counterpart. Although the rural women have been contributing significantly to the social and economic progress of the country political participation of rural women as persons holding high office in political organizations , as candidates for some elective positions as campaigns excepts as voters has been very negligible therefore rural women remain at the periphery of political and development processes

-, -, PANCHAYATS , role of

163. JANI (Ilaben) . Women and panchayats . Social welfare. 41 , 2 ; 1994 , May ; 8
– 13

This article shows the social status of women cannot be improved unless they have a role to play in the mainstream of national development. Thus a great opportunity is provided to women by this new enactment of parliaments ; 33% of the women in panchyat elections will have a strong and affirmative role to play for the development of the villages which will facilitate the basic needs of women link water health , education sanitation etc. this will also strengthen the economic position and the status of women to a great extent . The constitution of India treats both men and women equal . As per the population the female are fully entitled to equal share in every thing however , as we see the condition of women is very pathetic in the society . It is participation and an active participation a vigilant and conscious participation of women that can be the only answer to this. The educated women of India must come

forth now in order to enlighten their less fortunate sisters about the provisions of the panchayati raj act and to promote among them.

-, PEACE STUDIES , CHANLLAGES

164. FORCEY (Indda Rennic) . Integrating women's studies with peace studies : challenges for feminist theory . Indian Journal of Gender studies 2,2 ; 1995 , July - Dec ; 211 -26.

This paper argues that women's and peace studies have intertwining but complex interests and agendas. It calls for an integration of central themes of women's and peace studies within the context of the feminist debate In the section two fallow I define some terms as they are used here. then I briefly summarize compare and construct the pedagogical contributions of both women's studies and peace studies programmes and alert the readers to their feminist debate within the field as to the very nature of women finally integrating some of the issue raised by Indian audience.

-, POLICE , role of , MAHRASHTRA

165. CHAKRAVARTY (S) Towards gender equity : Reflections of a police officer , The Indian journal of social work 60,2 ; 1999 , April ; 271 - 81

The article shows the working in Maharashtra police for more than 25 years has brought me in close contact with the various issues relating to violence against women . Many reports have been written , many seminars held and words spoken about need for empowerment of women but consequent achievement has been rather marginal . It

is by and large agreed by all gender theoreticians and practitioners that education economic independence and creating gender awareness / developing attitudes would lead to greater empowerment of women and lead towards gender equality in the society

-,POLITICS role of

166. DSOUZA (Shalini) Women in politics . social action ; 44 , 2 ; 1994 April - June ; 131 -33

The increasing participation by women in the field of politics is still not very impressive in most Asian countries . If there is any participation in this scene it is to be found mostly among the women from the urban elite or middle class groups women in rural illiterate and non elite strata are mostly found outside the confines of politics women's participation in politics the number of active women in this field , the extent of their energy and the level of their contribution. during the survey the majority of the politically active women were from the urban elite or upper middle class background At the same time it was uncovered that the women who were successful in politics come from a liberal , educated well socialized and politically consciousness family background with some type of political exposure and experience and that their entry into politics was not accidental or opportunistic

-,POLITICS role of

167. MANDAL (Amal) . Women in political process beyond rhetoric women's link 5. 2 ; 1999, April - June ; 30 -33.

There have been a host of legislation and policies affirming and promoting the status of women. Accordingly socio economic position of Indian women has improved to some extent , if not remarkably near parity is restored between men and women as far as the infant mortality rates are concerned . Improvement is also noteworthy in girls school enrollment as well as in percentage of girls in total enrolment . According to the census data of last 20 years female work participation rate has increased by 8 percent although about 80 percent of working women remain confined in the agricultural sector In higher administration services like IAS and IFS their representation has increased indeed however while women have been able to reap advantages in other spheres no progress has come about in mainstream politics access to political process has remained unassailed and hard to crack, and the overall trend ironically in favour of the decline in women's participation compared to the standard setup soon after independence.

-, -, POLITICAL RIGHTS

168. NARAYANAN (Usha) Women's political empowerment : imperatives and challenges mainstream ; 36 16 ; 1999, April ; 7 - 9.

This article shows that the history has witnessed many movements and even revolution for liberty equality and democracy. women themselves are now waging their struggle to secure for them their legislative place in society their struggle for

gender justice and equality described as the defining movement of the twentieth century symbolizes and beginnings of a total revolution. Political participation constitutes that first and the foremost step in that direction the significance of the women's political rights for society women had to struggle to secure the basic right to vote and to participate in the political activities of a nation . In India women have equal voting right with men . Though the twentieth century has been described as the century of women's suffrage the majority of the countries have accorded women the right to vote only during the last fifty years . India has now provided one third representation women at the grass roots level democratic bodies that is at panchayat blocks and municipal levels nearly one million women have been elected to such bodies

-, PRINT MEDIA , role of

169. CHAUDHURI (Maitrayee) Advertisement , print media and the new India women . Social action 48, 3 : 1998 July - Sept ; 239 - 52 .

This paper seeks to understand one the way advertisements have entered and changed the world of the print media ; and two to analyze how a particular image of the Indian women is being constituted by advertisement in the print media Media studies have increasingly questioned the idea that the audience simply receives the message intended by the producer many would argue that a possibility of subversion always exists and that what happens is really best described as process where by the audience actively negotiate with the texts to arrive at their own meanings . In this entire process

advertisement play a critical role making one world of people and things more visible and rendering another world out of vision women's magazines likewise design images for themselves . A great many of the older women's magazin like Femina and women's era they actively seek to project an image of the new Indian women.

170.. TANDON (Niti) and NIRAJ KUMAR Study on employment status and income generating activities of socially underprivileged slum women social action 44 , 2 ; 1994 , April - June ; 69 - 76.

In every society women play important role both within and outside their homes In spite of then vital roles Indian women as a whole suffer a lot due to social and economic injustices meted out of them while women account for 48 .15 percent of the population then work participation rate is only 14.44 percent . The same is particularly true of the lower socio - economic stratum of the society the condition of women in slums in general and of society underprivileged women in particular is pathetic This paper has shown that in spite of many developmental programmes most of the socilly underrprileged women one still suffering early marriges having many children illiteracy etc. are very common among them majority of women are forced to undertake menialjobs to support them families to improve the condition of socially underprivilaged slum women it is imperative to work upon the selected income generating activities and provide all sorts of help and information including training in the required areas.

-, PROGRAMMES , WAYAND

171. KHAN (M Z) and THOMAS (M E) . Women and development in wayand. social change 20.2 ; 1990, June ; 26 - 35.

Over the years , considerable thought and resource have been invested to improve the status of women . In India , several women specific programmes have been initiated and special provisions have been made in development programmes . development programmes being implemented in wayonad district kereala , and the situation of women beneficiaries (N = 94) and man beneficiaries (N=106) has been studies . It is encouraging to note that in terms of education income and political participation , women befeficiaries tend to be move or less at per with their made counterwomen beneficiaries score over men in terms of receptivity to change a similar trend is also observed with regard to the programme impact of ICDS. The evidence in thus recurrent that the condition of women beneficiarie is changing albrit at a noticably slow pace.

-, -, PUBLICLIFE , role of

172. MADHOK (Alaka) Women in public life yोजना 38, 24 ; 1995 January ; 18 - 20 .

Women's participation in politi cs and in policy making spheres has increased significantly over the years throughout the world move and more women whose inherent potentials were long studies are finally stepping out of their domestic confinement and venturing into the traditionally made dominated realm of potitics. In India , It was during the freedom movement that a very large section of women come

out of their domestic seclusion and participated in the struggles sitting on dhannas and picketing and protesting side by side with men . The women's wing of the Indian national congress attracted a large number of women into its fold who not only actively participated in the political process like elections, but also organized bundhs dharnas and strikes fighting issues like price rise , communal riots , sati and dowry, both at the centre as well as well as at state level

-, -, PUBLIC RELATIONSHIP

173-. KRISHANARAJ (Maithreyi) .Women and public domain: Critical issues for women students . Economic and political weekly 33, 8 ; 1998 , Feb. 391 - 95.

In this article three events of major importance have made imperative the examining and rethinking of relationship between women and the public domain. these three events pertain to first the economic policy which has changed the direction of an economy ;second the uniform civil code controversy which has raised many uncomfortable questions for feminists about religious identity and gender ; and the third relates to the debate on reservation of seats for women in the parliament which has supporters and detractors. implication in all these issues are notions of public space and citizen right. The meaning of the public domain has to be widened to include all activities that are part of citizenship all co-operative collective activities and decision making areas the larger the area of the domain the better for women.

-, -, RESERVATION , role of

174. NARAYANA (Shashi S) . Gender equality through reservation in decision making bodies social action . 48 , 2 ; 1998 , April - June ; 147 - 59 .

In this article the Indian constitution guaranteed to all women the fundamental right to equality and political participations. but even after five decades of democracy their participation and then rate in political life have not become a reality. yet despite the disempowered lives that they lead and adds of literacy health and economic rights , women in India have acted collectively whenever the need has arisen. The under representation of women in political decision making bodies is the key reason for the backwardness of Indian women, the low literacy level of women is most after as a reason for their invisibility . In Kerala the female literacy is 86. 9 % and yet women participation in the assembly is not more than 5.7 % whereas in Rajasthan where the female literacy level is 20 % women's participation in the assembly touched 8 % women have been socially historically and politically kept out of receiving the fruits of education because education is one of the first and foremost way of empowering women.

-,-, RURAL , EDUCATIONAL PLANNING

175. SRIVASTAVA (Gouri) Meaning ful education for rural girls . social welfare 44. 8-9 ; 1997 Nov. - Dec. ; 18 - 20.

The rural girls child in India is the most disadvantaged since her very birth she constantly faces discrimination on grounds of health education and over all

development in a typical particular family of the four limian states of india i.e UP , Bihar M. P and Rajasthan . As for as education is concern parents in such families do not feel the need to educate the girls . In short in most of the rural areas there is no demond for girls education where girls take to education they after drop out at the primary level the percentage of female population attending school in rural areas is comparatively low as compared to the urban areas.

-,-, SCIENCE and TECHNOLOGY , ROLE

176. RANI (Rama) . Science and technology for women enterpreneaus . Social welfare , 35 , 11 ; 1989 , Feb ; 17 - 19.

This article shows that the scientific culture and outlook can act as a primary weapon to fight discrimination against women . Women are the agents of change and men's equal partners in nation building and social transformation women scientists a entreprecurs could develop or improve promote indigenous appropriate technologies best suited to make the life of women ters of a drudgery the department of science and technology , govt. of India has opened a number of channals to promote women entereprenurship . The scheme recognises the need for the application of science and technology to improve the life and status of women by providing them with opportunities for income generation , improvement of their health , sanitation better environment conditions and finding ways and means of protecting them from occupational hazards.

177.KAMLA KUMAR and KHITHA (Sadhana) . Women in science and technology . Education Quarterly . 34 , 1-4 ; 1982, Jan. 8 - 10.

Women's role in developmental activities is being recognised all over world . How ever , it is evident that women's potential is not being sufficiently taped for constructive purposes . This has led to a global search for identifying factors which are presenting women from achieving excellence in various fields, specially those of science and technology. Improvement of women's status in society can offer a major solution to this problem. A family of limited means would prefer to give higher education in science to boys because it would improve their earning capacity. Today there is scope for women to work in computer software and programming areas . Women can contribute considerably in all fields of engineering, agriculture fisheries, forestry and veterinary sciences.

178.SIKKA (Pawan) . women in science and technology. Yojana. 38 , 24 ; 1995 , Jan , 15 ; 15 - 7 .

It is a healthy sign that opportunities to women for pursuing higher education at graduate, post graduate and doctorate levels are being provided ever since independence at all the universities and technical colleges spread all over the country . women responded well to these opportunities. Women in India are now longer scared of once considered tough subjects like science. Statisticians claims that world's third

largest scientific and technological manpower exist in India , that is 30 lakh technical personnel are working in the R & D organisations in country , of which 10 % that is 3 lakh are women. women enrolment in field of science and technology was ;82 % of the total enrolment , 4,80,000 during 1992 - 93 . There has been a remarkable increase in the number of women enrolled in the institution of higher education from 40 thousand to 15 lakhs. Kerala has largest number of women engineers followed by Tamil Nadu and Karnataka, Maharastra, Andhra Pradesh , Gujarat, Delhi , Madhya Pradesh , West Bengal and Utter Pradesh folow in the order.

-, SEMINAR

179 . WOMEN AND development (Seminar on) (Alagppa) (1989) University news. 27, 23 ; 1989 , June 5 ; 31.

Centre for women's studies and Rural technology of the Alagappa university organised a seminar on " women and development " On 27 April 1989 . Presiding over the seminar Dr. Radha Thiagaragan , Vice - Chancellor of the university said that in the name of laws various dharmas culture and traditions , Indian women are prevented from developing themselves . Justice V.R Krishna Iyer who inaugurated the seminar said the equality to women was accepted only in theory Justice Iyer said that literacy should be encouraged among women , so that they gained knowledge, became aware of their rights and began yielding power to better their lot Dr. N. Kanlaamma, dean of the faculty of rural oriented science and of the Gandhigram rural

institute opined that the present educational system was not conducive to the development of women studies.

180. WOMEN AND development (Seminar) (New Delhi) (1996) Social welfare. 23 , 1 ; 1986 , April, 2 - 7 ; 11.

Mrs Margaret Alva union minister of state for youth affairs , sports and women's welfare whole organised by the central social welfare board at vigyan Bhavan , New Delhi to coincide with the international at women's Day on 8th March 1986 . Referred to the glaring disparities in the status of urban and rural women and that of tribal and non tribal women , also referring the role of technology in the daily life of women Ms Elasa Bhatt of the Sewa movement who said that most of women workers were illiterate and ill trained in the context of the vast changes taking place in the modern society with emergence of science and technology has virtually widened the gap between men and women, with the both being pushed to the level of a subsistence economy .Lecturer were given by various women on the development of women . The main odders in the session on women and the low given by molatika sarkar leading activist , Delhi she felt that all the lows concerning women should be made known to them through legal literacy and other mass education programmes .

-, SOCIAL CHANGE , EDUCATION , role of

181. BARA (Dominic) . Tribal female literacy : factors in differentiation among munda religious communities. Social action 41 , 4 ; 1991 , Oct - Dec ; 399 - 415.

The need of literacy for national development and social change is much talked of these days. In most cases literacy is thought of only as reading and writing . However , it can also be a two edged sword leading the poor to a process of ununderstanding reflection and criticism , while literacy as such is extremely low in India as a whole it is lower among women and is the worst among the tribals and dalits the reasons for such low literacy should be found both in the attitude of the dominant classed and in the tribals own lack of exposure to the world outside and of access to education. Another factor that goes against rural literacy in general and tribals and dalits in women is inequality of survival female survival rate is much lower than that of male and of their upper caste female counterparts.

182. SRIVASTAVA (R C) Policies and perspectives , Social welfare. 45 , 3 : 1998, June ; 6 - 9.

Education is the key that opens the door of life education plays a pivotal role in social change. It brings perfection in human life , an upward mobility in social stages; Education is widely accepted as the essential tool for attainment of development goals . education is the most important instrument for human resources development. Education of women, therefore, occupies top priority amongst various measures taken to improve the status of women in India . The Indian constitution has

Indian constitutions and the inception of planning great emphasis and stress has been laid on women's education for growth and progress of the country. The constitution of free India guarantees equal status and dignity to women in education, social, political and economic. After independence women's education received prominence and huge budgets in the advocacy and propagation of universalisation of education. The system of compulsory and free school education, opening of number of schools, colleges and universities exclusively meant for girls and women and the reservation of seats for girls in educational institutions, the reservation of seats for girls in educational institutions have opened the flood gates for women to receive education and thus improve their socio-economic status.

-, SOCIO ECONOMIC CHANGES

183. SARADAMONI (K) . Women, Kerala and some development issues Economic and political weekly . 29, 9 ;1994 , Feb. 26 ; 501 - 09.

The author's survey of socio-economic changes in Kerala , with the focus on the situation of women, family planning , literacy and falling infant mortality. The female literacy rate is offered projected as the single important cause for the family planning success in Kerala. In other states also high literacy rate attained which effect family planning. Kerala occupies the pride of place in the literacy map of the country. The number of girls try to acquire education by joining ITIS institutions. Computer courses. Kerala has higher age of marriage for women compares to other state of India

. Kerala women have not come well in terms of political participation Kerala has been experiency a shap decline in opportunities in the areas where women in large numbers were findings employment. Kerala has the essential ingredients, believed necessary for women's emancipation .

-, -, DEVELOPMENTS

184 .BHANDARI (R K). Educational development of women. Education quarterly. 34 , 1 - 4 ; 1982, Jan.; 12 - 4.

Besides providing for equal rights and privileges for women constitution of India provides for adopting special for their advancement so that their status is raised in society and they become equal partners. With men in social, economic and political activities of country various legislation's have been enacted from time to time since independence. For raising social status of women. Five year plane had special emphasis for advancement of women in all sectors . In field of education special importance of educational development of women can hardly be emphasied . Full development of human resources, improvement of homes and for moulding character of children during their most impressionable years of infancy education of women is of special significance , Besides develop of education , women can artist greatly in reducing fertility rate in country consequently population problem which is major causes of ill of our country.

-, -, SOCIAL STATUS

185. SARADAMON (K) .Women building nations ? Eye . 3, 4 ; 1995 ; 26 - 8 .

Twentieth century feminist deport makes it politically correct to assume that women have an equally important role to play in organic evolution of the renaissance of India . Though the constitution of country guarantees equality to all irrespective of gender , women experience nothing but the inequality from birth. rate emphasis is laid on employment and made to literate women of the middle or upper strata from the clutches of a consumer society and ideological base that sustains it Dissemination, humiliation and neglect are the lot of all women . True from among the middle class a small number of women succeed in education employment or public life .

-, -, STATUS

186. MEHTA (Usha) . Status of women. University news 34, 12 ; 1996, March ; 14 - 6.

The article discusses the child marriages are still common and an civil like dowry instead of getting extent is assuming ever never and sophisticated forms . It is a sad commentary on the status of affairs in our country that hardly an hour passes when there is no sape or dowry death Again, it is an irony of fate that despite the reservation of 33 percent of seats of women in legislative bodies from the panchyat onwards it was found in a recent survey of women elected to the paunchyat in Maharashter that there are several of them who do not even know that they have been elected let alone knowing something about the functions they are supported to perform

185. SARADAMON (K) .Women building nations ? Eye . 3, 4 ; 1995 ; 26 - 8 .

Twentieth century feminist deport makes it politically correct to assume that women have an equally important role to play in organic evolution of the renaissance of India . Though the constitution of country guarantees equality to all irrespective of gender , women experience nothing but the inequality from birth. rate emphasis is laid on employment and made to literate women of the middle or upper strata from the clutches of a consumer society and ideological base that sustains it Dissemination, humiliation and neglect are the lot of all women . True from among the middle class a small number of women succeed in education employment or public life .

-, STATUS

186. MEHTA (Usha) . Status of women. University news 34, 12 ; 1996, March ; 14 - 6.

The article discusses the child massages are still common and an civil like dowry instead of getting extent is assuming ever never and sophisticated forms . It is a sod commentary on the status of affairs in our country that hardly an hour passes when there is no sape or dowry death Again, it is an irony of fate that despite the reservation of 33 percent of seats of women in legislative bodies from the panchyat onwords it was found in a recent survey of women elected to the paunchyat in Maharashter that there are several of them who do not even know that they have been elected let alone knowing something about the functions they are supported to perform

-, -, STATUS, SUPPLEMENTARY INCOME impact of

187. KHADER (Vijaya). Impact of women's supplementary Income on family's nutritional status . The Indian journal of social work 60, 3 ; 1999, July ; 368 - 77.

The study was conducted on 120 families from villigers of Rajendranagar Mandal , Ranga reddy district, Andhra Pradesh , to see the impact of supplementary income of women on the food and nutrient intake and nutritional status of the families. The result shoured that the expenditure on all the food items, except cereals the millers was significantly higher ($P < 0.5$) in the case of experimental group (women having supplmentry income) than the cantrol group . Except cereals the intake of all other food was higher in experimental families , thereby indicating all input of women's supplimentary families, th the input of women's supplementary income . No significant difference was observed in the nutritional awarness of the women between the groups . Children of the experimental groups were found to be better in nutritional status than children of the control group.

-, -, STEP , ROLE

188. Support to training and employment programme for women (STEP) (Committee) . First report committee on empowerment of women 1998-99 ; 42 - 3.

Support to training and empoyment programme for women (STEP) was launched in 1987 . The scheme aims to upgrade the skill of poor and assetless women so as to enable them to be employed on sustainable basis in the traditional sectors of agriculture , aim at husbandry , fisheries, handloom, handicrafts, sericulture, social

forestry wasteland development etc, the scheme since its inception upto march 1997 has benefitted 3.32 lakh women at the cost of Rs. 94.13 crores. As discussed in detail in a subsequent chapter the committee have time again noticed duplication of aims and objectives amongst various programmes and schemes of the govt. since most of the thrust areas of STEP are akin to those of IMY and DWCRA the committee recommend that a study may be undertaken by the govt. to find out the feasibility of convergence of STEP with these two schemes and the results be reported back to the committee at the earliest.

-, SUSTAINABLE DEVELOPMENTS

189. LUCY (T V). Empowerment of women for sustainable development . social action 45 , 2 ; 1995 , April - June : 224-31.

In this article development that is sustainable seems to be the concern of both the developed and developing nations world over today. Sustainable development implies long term sustainability in all economic sectors including industry energy agriculture , forestry and consumption etc. Empowerment of women is very much essential to achieve sustainable development that can be no sustainable development without development of women , because it is women who contribute most for the development of children from the perspective of the environment the rights of women are of special importance women make up a substantial number of the world's food production and in general , take the main role in procuring , managing and utilizing water and fuel resources . In developing countries women are the primary developers

and maintainens of the land empowerment of women also implies avaidance of crimes and atrocites orgninst women and improvement in ervice.

-, TECHNOLOGY and ECONOMIC , role of

190. BANARJEE (Nirmala) and MITTER (Swasti). Women. Technology and economic order Economic and politicle weekly . 33 , 51 ; 1998. Dec. 19-25 3241 - 55.

This article addresses the closely linked issue of Indian working women's response to technology changes and globalization and the impact of there changes on women's work . the authors examine several instances of women of diverse backgrounds interacting with changing technologies In the past and currently in different regions and industries of the country . The analysis show that in spits of the many differences , the reasons why women have been comparatively the greater loses and surprisingly similar Besides published secondary material the culture draw on documentation of their experience at the grass roots by a number of NGOS engaged in organizing women workers in ;the formal and informal sectors.

-, TECHNICAL EDUCATION role of

191. NAZARAT KAUSAR Statistical profile of India women in the technical fields University news . 35, 23 ; 1997 , June ; 13 -4.

The article discusses that the scientific and technical manpower represents one of the major input resource for carrying out the technical programmes in the country . Data on enrolment of students in institutions of higher education can be used as one of the parameters to assess the growth of qualified manpower in the country. There has been a remarkable growth in the number of women enrolled in the inslitutions of higher education from 0.4 lakh in 1950 - 51 to 20.65 lakh in 1994-95.

among the women enrolled in S & T faculties 80.3 % belonged to pure science 13.6 % to medicine 4.8 % to engineering and technology and 1.3 % to agriculture and veterinary science during 1992 - 93 . The number of women taking up engineering courses has increased from one percent in 1975 to about ten percent in 1990 . As for as the sector of work in concerned it is the largest as about 30 percent of engineers employed in the national institutions are women this is followed by civilservices , public sector , private sector and ten percent each in private sector and government R & O sector respectively.

-, VOCATIONAL TRAINNIG , ROLE

192. ALMELU (S) . Vocational Training for women : Placement within easy reach social welfare 34 , 8 ; 1987 , Nov. 34 - 16.

Since independence the polytechnics industrial training institutes functioning in different parts of India have helped sharper the skills and enhance the earning capacity of women. vocational education is a link between employment and education the courses in vocational education are geared to equip the trainees with the knowledge of

skills, as a result of which for the trainees there is an assurance of employment opportunities. These courses strike to activate the trainees effectively and help them become confident and self-reliant. If these courses improve the economic condition of the trainees then the skills, time and money spent by the govt. during the training programme are properly utilised. The institute of applied research has also suggested that vocationalisation of education should begin at the class VII level. Thus in order to implement the programmes of vocationalisation, attention should be paid to management system and the role of various agencies should be examined in connection with the curriculum and syllabi then only vocationalisation of education would prove beneficial in general and economically useful for women.

-, WELFARE, PROGRAMME

193. CHOUDHURY (D. Paul). Women's Welfare and Development. Social Action. 44, 2; 1994, April-June; 130-31

The article discusses the women constitute half of Indian's population and contribute to socio-economic development in a big way. It is necessary that their needs, problems and issues are placed in sharp focus. A beginning was made in 1976 in national attention on women's development issues when the report of the committee on status of women was implemented. Women employment is an important indication of their status as also an instrument of their integration in development. Women engaged in traditional agricultural and allied fields, and modern vocation. The five years plans for women's development programmes and services offered by the government of India,

autonomous bodies , State govt. and non govt. of India organisation , the consitutional provision for women and different acts promulgated by the govt. from time to time the facilities and provision available for women's development and a large number addresses of agencies engaged in women welfare and development.

-, WORK AND FAMILY , BURDEN

194. ROUT (Usha rani) and others. work and family roles : Indian career women in India and the west . Indian Journal of gender studies 6, 7 ; 1999 , Jan - June ; 91 - 104 .

The article shows the labour force participation of women has grown throughout the industrilised world . Although a small percentage of men have increased their family work to take account of this research over time and across cultures continues to document the persistence of inequality in the allocation of household work with in dual carer families , even among couples with modern idialogies and a commitment to gender equality at home and at work the applicability of current research findings to ethic minority women in the west is also under for example Indian women residing and pursuing career in the wast are at the intersection of two cultures the paper draws on preliminary analysis of the data and focuses on domestic work and child care for women in India and in the west and on some sources of stress in the work family interface.

-, SCIENCE and TECHNOLOGY , ROLE

195 SIKKA(Pawan) women in science and technology yojana 38 , 24 1995 Jan ; 15 , 6.

Women in India are now no longer seared of the once considered tough subjects like science , Technology engineering medicine they are marching ahead in the so called male dominated world in understanding and mastering the intricacies involved in exploring the frontiers of science . and towards their endeavours , they are going for in large or good number , year after year, and that too even in the interdisciplinary areas such as biophysics , biochemistry , biotechnology , micro-electronics computer science & management etc. contributing not only to the advancement of science but also towards socio- economic progress of the country women education for graduate , postgraduate and doctorate levels , are being provided ever since independence at all the universities and technical colleges spread all over the country.

-, STATUS , ISLAM , ROLE

196. MISTRY (Malika B) . Islam status of women. Journal of objective studies , 5.2 ; 1993 , july ; 89- 113.

The status of muslim women is a much controversial issue and there are many misconceptions regarding the status of women in Islam. In this paper an attempt is made to study the status of women in Islam and the contemporary muslim society in a proper perspective by examining the status of women in pre Islamic Arabia in different religions and cultures before the advent of Islam . the revolutionary changes Islam

brought about in status of women . The prominent position held on by muslim women in early Islamic history and therefore after the degeneration in the status of women in muslim society some controversial issues related to status of muslim women . especially in India such as polygamy oral talaq purdah etc.

PART III INDEXES

AUTHOR INDEX

NAME OF AUTHOR	ENTRY NO.
----------------	-----------

(A)

ABDULLAH (Hajja Khamarunnisa).	56
AGRAWAL (K G) .	144
AGRAWAL(Subhash C) and MISRA (Shikha)	6
ALAGH (Yoginderk)	99
ALMELU (S) .	192
ANNA (v) AND PILLAI (N C)	132

(B)

BALATCHANDIRANE (G)	107
BALATCHANDIRANE (G).	97
BANARJEE (Nirmala) and MITTER (Swasti).	190
BANDHOPADHYAY (Madhumata)	130

BARA (Dominic) .	181
BASLI (Apanna).	158
BEDI (Daljit Singh) and PATTNAIK (Satya Narayana)	52
BEHRMAN (Jere R) .	114
BETEILLE (Andre) .	103
BHANDARI (R K).	184
BHATIA (Kavita) .	24

(C)

CHAKRAVARTY (S)	165
CHANANA (Karuna) .	96
CHAUDHARY (Neerja) .	152
CHAUDHURI (Maitrayee)	73
CHAURASIA (Sushila) .	153
CHOUDHUARY (D. Paul).	193
CHUDHURI (Maitrayee)	169
CLARIDGE (C L)	136
COLEMAN (Marianne)	5

(D)

DAS (P K)	149
DESAI (Ketan).	46

DEVADAS (Rajammal P)	29
DSOUZA (Shalini)	166
DUA (Radha)	137
DUA (Radha) and SHAH (Beena).	122

(E)

ENGINEER (Asghar Ali)	148
------------------------	-----

(F)

FMM (Rosamma , George).	108
FORCEY (Indda Rennic) .	164
FRANK (B. R) .	74
FULLER (Bruce) and SNYDER (conrad w) .	75

(G)

GHOSE (Jayanti).	91
GHOSH (A.K) .	25

GINN (Jay) and ARBER (Sara) .	126
GOPALAN (Sarala) .	131
GOPALAN (Sarala).	138
GOWDA (S Govinda) .	162
GROVER (Indu) .	76
GURU (B P Mahesh Chandra) .	154

(H)

HARICHANDAN (Dhanesueer) .	100
-----------------------------	-----

(I)

INDIRESAN (Jaya) .	39
INDIRESAN (Jaya) .	143
ISRANEY (S M)	27
ISRANEY (SM).	38

(J)

JAGANNATHAN (Neela) .	15
------------------------	----

JAIN (Sushila) .	157
JANI (Ilaben)	163
JAYANTI ALAM .	94
JEYARAN JAN (J) and SWAMINATHAN (Padmini) .	127
JOSE(Tisy)	4
JUDITH (Wooller) and WARNER (Lesley)	53

(K)

KAMOONPURI (Hasan)	93
KAMLA KUMAR and KHITHA (Sadhana) .	177
KAPUR (Anchal) and MISRA (Rewa shankar)	151
KARAT (Brinda).	77
KHADER (Vijaya).	187
KHAJAPEER (M) HILL, (Maric somers) and RAGLAND (Joyce C).	32
KHAN (M Z) and THOMAS (M E)	171
KHWAJA (RC) and CHANDRA (Shanta Kohli).	78
KRISHANARAJ (Maithreyi) .	173
KRISHNASWAMY (Saroja) and RAO (Meera).	37
KULDIP KAUR (Kuldip) .	61

KUNWAR (Neelma) and SADHANA .	79
-------------------------------	----

(L)

LAKSHMI (S)	146
LIDOO (ML) and NEHVI (BA)	41
LAXMIDEVI (K R) .	129
LOCKE (Catherine)	150
LUCY (T V).	189

(M)

MACGREGOR (JANET) and HILL (Yvonne)	43
MADHOK (Alaka)	172
MANDAL (Amal) .	167
MAQBOOL AHMAD SIRAJ.	45
MARY (A . Laurence)	124
MASARRAT (A .Q)	59
MASARRAT (A Q).	67
MATHEW (George) .	80
MAZUMDAR (Vina) .	145

MEHDI HUSAIN (Syed)	68,70
MEHTA (Usha) .	186
MEHTA (Neepta).	55
MISHRA (Suhrata)	156
MISHRA (Sweta)	90
MISHRA (Santosh Kumar) .	139
MISHRA (Subrata) Orrissa :	98
MISRA (Shikha) and AGARWAL (Subhash C).	6
MISTRY (Malika B) .	63,196
MITTAL (L.N).	34, 115
MITTER (Swasti) and BANARJEE (Nirmala)	190
MOGHNI (A M S Abdul).	35
MOHANTY (BIDYUT)	95
MOHAPATRAC (Sevashree).	1
MUMDOOHA MAJID	66
MURIEL WASI.	168

(N)

NAGARAJAN (N)	12,81,82
---------------	----------

NAIK (chitra) ,	20
NARAYANA (Shashi S) .	174
NARAYANAN (Usha)	83, 168
NAZARAT KAUSAR	191
NEHAL ZAHEER (Syed) .	42
NEHVI (B A) and LIDHOO (M L) .	41

(P)

PANDAY (Saroj) .	8
PAPA (B REGINA) .	31
PASHA (S N)	69
PATEL (Il a) .	47,117
PATEL (Ila). and DIGHE (Anita).	113
PATI (S P) .	87
PATTANAIAK (B K)	118,140
PATTNAIAK (Satya Narayana) and BEDI (Daljit Singh).	52
PAUL (M C) .	7
PHILIP (Mini).	119
PHILIPPOSE (Pamela) .	92

PILLAI (J . K) .	48,120
PRADHAN (Nityananda).	54
PRASAD (Hemalatha C)	3

(Q)

QAMAR JAHAN .	16
QAMARUNNISA ANWAR	60

(R)

RAJU (K.A.).	50
RAMANATHAN (Usha)	147
RANI (Rama) .	176
RANI(K Sudha) .	101
RAO (Nitya) .	123
RAY (P K) .	125
REDDY (B Shiva) .	112

REDDY (M.V.Lakshmi) .	109
RESIA BEGUM (S) and SARNGADHARAN	135
RIZWANA (A).	51
ROUT (usha rani)	194
RUBY NISHAT	62
RUSTOGI (Preeti) .	128

(S)

SARADAMON (K) .	183
SARADAMONI (K) .	185
SARNGADHARAN (M) and RESIA BEEGAM (S)	135
SAXENA (Sandhya) .	30
SAXENA (Shalini)	161
SEYMOUR (Susan).	110
SHAH (Anupama) .	85
SHAH (K R).	44
SHAHNAZ BEGUM.	160
SHANKAR (Ram) SRIVASTTAVA (NK)	86
SHARMA (Radha Rani) .	142
SHERVANI (Begum Nusrat) and SHERVANI (Ahmad Rasheed).	18

SHERVANI(Nusrat).	57
SHIRUR C (Rajani R) .	106
SHIRWADKAR (Swati) .	105
SIDDIQI (Rashida R)	64
SIKKA (Pawan) .	178
SIKKA(Pawan)	195
SINGH (K . P)	133
SINGH (Tarlok).	21
SINHA (Archana) .	89
SINHA (Archana) .	88
SIWAL (B R).	19
SOUNDARARAJ (Farneis)	22
SRIVASTAVA (R C)	182
SRIVASTAVA (Gauri).	111
SRIVASTAVA (Gouri)	175
SRIVASTAVA (N K) and SHANKAR (Ram) .	86
STARK (Andrea E Bopp)	84
SWAMINATHAN (Padmini)	23
SWATI (Shirkwudkar) .	104

(T)

TALESRA (Hemlata) .	49
TANDON (Niti) and NIRAJ KUMAR	170
THEMOZHI (G) and CHIDAMBARAM (K) .	134
TRIPATHI (R S) .	40

(V)

VANI(C) .	155
VANKA (Sita).	9
VENKATESAN (Jayshree).	195
VERMA (Jyoti).	26
VIRENDER KUMAR .	17
VISWANATHAN (Sujatha).	2

(W)

WARNER (Lesley) and JUDITH (Wooller).	53
---------------------------------------	----

(Y)

YADAV (Ravi Prakash).	121
-------------------------	-----

(Z)

ZAFIR (Deeba)	65
ZAINAB RAHMAN.	71

TITLE INDEX

NAME OF TITLE	ENTRY NO.
(A)	
Access of female students to higher education in India	40
Advertisement , print media and the new India women	169
Analysis of the policy of the free higher education for women in Gujrat.	44
Avinashilingam Institute for home science and higher education for women	29
(B)	
Barriers to career progress for women in education	5
Beginnings of higher education for women	36
Blessing for the literacy mission.	55
(C)	
Chance in Beijing	92
Colonialism and women's education in India	7
Community's role in primary education for girls	19
Conceptual overview of women's work in the unorganized sector	151
Condition of women over the last fifty years	83
Constructing a gender policy for joint forest management in India	150

Contemporary women's movement and women's education in India	117
--	-----

(D)

Democratization of higher education in India with special reference to weaker Sections, minorities and women	32
Do we need exclusive women's colleges?.	39

(E)

Eco. technological interventions for farm women	82
Educated muslim women in Kashmir	41
Educating girls is good economies	10
Educating women in India and end means	116
Education - an important element for gender equality/ gender equity	108
Education and Development of women	104
Education and development of women in Marathwada	105
Education enhances choices	115
Education for all	9
Education for women's equality ; policy perspectives Vs performance	143
Education Gender role	24
Education of muslim women.	69
Education of muslim women	67
Education of women in India	142
Education of women In Islam	16

Educational backwardness of muslim women need for community support Islam and the modern age.	64
Educational backwardness of muslim women, causes and remedies	56
Educational development of women.	184
Educational problem of muslim	65
Educational progress of Muslim Girls in U.P.	18
Effective Transfer of household technology to rural women clientele through action research and experimental learning approach.	76
Employment and Income generation for rural women	129
Empowering women for food security	89
Empowering women in India	48
Empowering women in India	120
Empowerment of women	131
Empowerment of women and rural development	118
Empowerment of women through extension education	139
Empowerment through organization women walken in the informed section	123
Enlightening the other half	119
Entrepreneurship and national development	102
Environment , development and women, what is the connection ?	136
Exploring mid life women's employment	126

(F)

Factors responsible for backwardness of Muslim women	
in education educational ladder	59
Family structure, marriage caste and class and women's education	110
Female entre precurship in Kerela	135
Female executives in government	144
Feminism in academia	103
Forestry : role of women	79

(G)

Gender equality in education	15
Gender equality through reservation in decision making bodies	174
Gender gap in higher education	47
Gender gap in literacy and economic development	97
Gender gap in literacy and economic development	100
Gender Inequality in literacy	109
Gender Inequality persists in literacy.	12
Gender issues in literacy education	113
Gender role transformation in parliamentary democracy	95
Gender sensitivity & barriers in education	6
Ghosia polytechinc for women excellent faciality, few users	45

Girl's education in India: A situational analysis	100
Grouping women for economic empowerment	2
Growth of female literacy in India	25

(H)

Higher Education & development	46
Higher Education , women and development	145
Higher Education for women	30
Higher education in the global perspective.	35
How motivated are women entrepreneur?	134
Human Rights Education for empowerment	146

(I)

Impact of adult education on scheduled cast women	86
Impact of education & employment on the status of women	101
Impact of education & Employment on the status of women	14
Impact of women's supplementary Income on family's nuteritional status	187
Implementation process of women development programme.	3
Indian Businesses women in the 1990	93
Indian muslim women	63
Indian Women In Science.	51

Institutional Barriers to women students in Indian Higher education	38
Integrating women's studies with peace studies	164
Investing in female education for development	114
Islam status of women.	196

(L)

Literacy in women's development	21
--	-----------

(M)

Management education for women's	17
Meaningful education for rural girls	175
Multiple struggles of women	77
Muslim educational institutions for women's education in Tamil Nadu	62
Muslim women and higher education	68
Muslim women in India	61
Muslim women of Kerala	60
Muslim women and education Uttar Pradesh perspectives	71
Muslim women education in Andhra pradesh.	70
Muslim women in Rajasthan : In education at perspective	66
Muslim women's university	42

(N)

Nationalist feminist	158
New cultural image of women and the nation	73
New Initiatives needs in planning	111

(P)

Persistent Inequalities , women and world development	96
Pluralistic model of nation building	94
Policies and perspectives	182
Policy choices made by the government in specific public service areas	84
Political empowerment of women	130

(Q)

Quality in higher education among	49
-----------------------------------	----

(R)

Research on familial rate exceptions of working women	122
Resitience of Gender Inequalities ; women and employment in chinnai.	127
Rights of women's In Islam	160
Role of Indian women in environment protection	137

Role of women in changing scenario	161
Rural India , Feminization of agriculture	88

(S)

Science and Technology for women	50
Science and technology for women entrepreneurs	176
Science education and women staff and educational Development International.	53
Setting up the faculty of women's studies at the post graduate level in universities.	31
Social communication and women's development	155
Statistical profile of India women in the technical fields	191
Status of women	186
Status of women in the academic world	27
Status of working women and their problem	124
Strategies to promote girls education	112
Struggle for enlightenment	57
Study on employment status and income generating activities of socially	
Underprivileged slum women	170
Support systems for women in part time study	43
Support to training and employment programme for women	188

(T)

The proces of Modernization in India and the changing status of the muslim	157
The status of women and social change_	148
Towards gender equity	165
Tribal female literacy : factors in differentiation among munda religious Communities	181

(V)

Views of adult literate & illiterate women.	87
Vocational Interst of Higher Secondary girl students in relation to their stream of study	54
Vocational Training for women	192

(W)

When girls learn more then boys	74
Women in public life	172
Women and panchayats	163
women in science and technology	177

Women in search of human equality	72
Women and development	74
Women and 73 constitutional Amendment Act	90
Women and development	180
Women and development	179
Women and development in wayand	171
Women and economic Independence	98
Women and environment	138
Women and mass media	154
Women and modern economy	156
Women and public domain	173
Women and the educational development process	34
Women as educational leaders: Opening windows , pushing ceilings	33
Women as the flag bearers of values	153
Women building nations ?	185
Women development requires a radical approach	106
Women education , a media of social change	26
Women Employed in the unorganised sector	128
Women Employment In the organized section	125
WOMEN ENGINEERS in India	11
Women enterprencuus in Kerala	132

Women entrepreneur, their profile and motivation	133
Women have arrived yet have miles to go	152
Women in armed forces	91
Women in joint forest management	149
Women in panchayati raj Institution	162
Women in political process beyond hetoric	167
Women in politics	166
Women in public life	80
Women in science and technology	178
women in science and technology.	195
Women in the armed forces	1
Women in the audio visual.	4
Women in the government , dual role causes stress	78
Women law and institutionalization	147
Women work participation and family welfare	140
Women workers worldwide	121
Women, Kerala and some development issues	183
Women. Technology and economic order	190
Women's Welfare and Development	193
Women's education in colonial Tamil Nadu 1900-1930	23
Women's multipile role and coping strategies	159

Women's education	20
Women's education and development in Orissa	8
Women's perspective in home science education	37
Women's political empowerment	168
Women's status and role in population education	81
Women's studies in home science colleges in India	13
Women's world , women and development Mainstream	99
work and family roles , Indian career women in India and the west	194
Workshop on women's education	28